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ABSTRACT

Presented are the findings of a study involving 1,470 public and non-public school principals and 1,248 teachers to provide a statewide data base that would aid in planning adequate and efficient allocation of resources to meet the educational needs of gifted and talented students in Indiana. Chapter 1 provides an introduction to the study with sections on the study's purpose and objectives, scope and significance, definition and identification of giftedness, method and procedures, and analysis of data. Responses of administrators and teachers are summarized in chapter 2 under the following areas: definition and incidence of giftedness, identification of the gifted and talented, attitudes and programs, essential factors and major difficulties in providing programs for the gifted and talented, support factors, and financial provisions. In chapter 3, study findings are discussed in three areas (identification, programing, and support factors) and include that few schools have adequate identification programs, that there are two major alternatives (acceleration and regular versus special class arrangements) when considering the gifted and talented child's educational needs, and that respondents agreed that the most significant obstacles to development of gifted and talented educational programs were inadequate financial support, lack of trained personnel, and too many other priorities. A final chapter reviews highlights of the study and recommendations. Appendixes include sample questionnaires, tabulated information, and a computer printout summarizing statistical data. (SBH)

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INDIANA STUDY OF
EDUCATIONAL NEEDS AND PROGRAMS
OF THE GIFTED AND TALENTED

MODEL EDUCATIONAL RESEARCH CENTER

La Porte, Indiana

September, 1976

EC100266

FOREWORD

The infusion of federal funds during the past ten years has enabled many local educational agencies to make significant improvement in the educational programming for "average" students. This has been accomplished through, in many cases, the use of federal revenues which subsidized practical, efficient and effective innovation. Thousands of pupils, teachers, administrators, parents, and communities have benefitted from the funds and programs which emphasized new approaches to the educational process.

Within the past four years, however, the emphasis on innovative local programs, historically for the "average" or "below average" students, has taken on new dimensions: programs for children who are gifted and/or talented and assessments which have state or national implications. Included in this new category is the status and needs assessment of the gifted and talented in Indiana.

According to our sources and inquiries, this study represents the most comprehensive, thorough and analytical status study of the gifted and talented in the United States. The implications of the data should have a profound effect on programming for the gifted and talented across the state and, potentially, the nation. Results of this study should culminate in the more effective use of our manpower and financial resources for the purpose of providing programs and services for those children at all levels whose abilities and skills have been largely untapped.

The status and needs assessment of the gifted and talented is a tribute to the tireless and meticulous work of the Project M.E.R.C. staff: Dr. M. Wasi Khan; Dr. Mohamad Iqbal; Ms. Sherry L. Flodder; Dr. John Rader, consultant for gifted and talented, Department of Public Instruction; and Assistant Superintendent Dr. Charles E. Blair. Their efforts will, I am certain, contribute to significantly better education for all children.

Donald A. Treibic, Director,
Division of Innovative &
Exemplary Education, Indiana
State Department of Public
Instruction

PREFACE

In terms of the use made of research studies, some can be classified as conclusion-oriented and others decision-oriented. Historically, in the domain of educational research, the former have more often focussed on the teaching-learning process while the latter on the organizational and administrative environment which supports the process of education. This study falls in the second category: it has focussed on the assessment of needs, policy formation, planning, and financial requirements in the area of education of the gifted and talented.

Traditionally, decision-oriented studies tend to be of the survey and descriptive research type. We have tried to conduct this study in a systematic and comprehensive manner. This consideration encompassed not only the purpose and scope of the study, viz, the investigation of the status and future direction of education for the gifted and talented, but also the populations and samples surveyed, instrumentation, methods of data analysis, and interpretation of the findings of the study. As apparent from this report, we have collected massive data and tried to extract meaningful conclusions from it in order to serve reasoned decision-making and program planning.

As educators, we could not be neutral to the cause of the gifted and talented children. So our discussion and interpretation of the data was guided by our paramount concern for adequate educational provisions for these children. Whatever we objectively considered best for the attainment of this goal, we recommended it for the consideration of both the state education agency and the local education agencies.

No research report can have a built-in mechanism to make people read or use it. This report is no exception but we trust there is a large number of concerned citizens in and outside the State of Indiana who will find the potential impact of this study highly significant. These researchers are already indebted to several of them whose contributions made the completion of this report possible. Our gratitude is profound for Mr. Donald A. Treibic, Director, Division of Innovative and Exemplary Education, and Mr. John Harrold, Director, Division of Curriculum, Indiana State Department of Public Instruction whose innovative and competent leadership made this investigation happen. We are also deeply indebted to Dr. Charles E. Blair, Assistant Superintendent for Instruction, La Porte, and Dr. Robert Sietz, Professor of Special Education, Ball State University, Muncie for their critical and valuable review of the instruments and preliminary drafts of this report and the overall support they provided throughout the conduct of this study. Dr. Patrick Gavigan, Needs Assessment Coordinator, Division of Innovative Education, ISDPI, Mrs. Margaret Anderson, Member, State Advisory Council for ESEA Title III, and Mr. Bob Robertson and Mr. Bill Souders Consultants, Northern Regional Service Center, South Bend have been helpful and supportive of this study on more than one occasion. Mr. Marion Coplan, Director, Division of Educational Information and Research, ISDPI, greatly helped us by making available necessary information and random samples of the subjects of this study. The principals and selected teachers of La Porte schools participated in the tryout of the questionnaires. The members of the Inter-state Policy Committee of the Title V Section 505 Multi-state Project for the Gifted and Talented, which includes the states of Indiana, Ohio, Michigan, Illinois, Wisconsin and Minnesota, the experts of the Social Sciences Research and Training Laboratory, University of Notre Dame, and many teachers and administrators who participated in the Indiana Leadership Conference on the Education of the Gifted and Talented held on November 18, 1975 in Indianapolis valuably contributed to the review and validation of the instruments of this study. Mr. Donald Barker, Systems Manager, Data Processing, La Porte Community Schools ably managed the data analysis of this study. The preliminary findings were thoroughly discussed and reviewed in a two day workshop held in May 1976. The participants were educators involved in various programs for the gifted and talented throughout the State of Indiana. During the workshop they worked in small groups and wrote drafts outlining the interpretation of the data. These drafts were highly useful in the writing of this report. Among the participants were Dr. Ann Dirkes of Indiana University-Purdue University at Fort Wayne, Mr. Bob Robertson of the Northern Regional Service Center, South Bend, Mr. Lee Felton, Principal, Carmel Elementary School, Carmel, Ms. Ilene Hardisty, Principal, Anthony Wayne Elementary School, Fort Wayne, Mr. Ray Beight of Fort Wayne, Mrs. Rose Trachtenberg of Hammond, Mrs. Bennie Collins and Ms. Leenette Pennington of Gary, Dr. Arlene Munger, Ms. Glenna Richardson, and Ms. Nancy Harley of Bloomington, Dr. Wanda Gamula of Smithville, Mr. Raleigh Buchanan of

Brownsburg, Ms. Gerry Black of Terre Haute, and Ms. Jan Battenberg and Ms. Lorraine Longell of Indianapolis, Indiana. Many drafts of the report were typed by Bonnie Keehn, Elease Carson and Sue Birkholz. We are deeply indebted to all of them. There are many other persons who contributed to this study in different ways and while we are grateful to them, it is not possible to name each one of them here.

We are profoundly indebted to Dr. Harold Negley, State Superintendent of Public Instruction and Mr. Ray Slaby, Associate Superintendent of Public Instruction, State of Indiana, and Mr. J. Robert Miller, Superintendent, La Porte Community School Corporation for making available the facilities for MERC to operate.

It is the earnest hope of these researchers that this study will add to the fund of information already available on the education of the gifted and talented and will be helpful to the decision-makers as they provide for the needs of the gifted and talented children and youth in Indiana.

Dr. M. Wasi Khan
Dr. John R. Rader
Dr. Mohamad Iqbal
Sherry L. Flodder

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CHAPTER 1: INTRODUCTION

A. Purpose and Objectives of the Study

> The Indiana Department of Public Instruction (1975) is committed to the concept of appropriate education for the gifted and talented* as basic and essential to assuring optimum development of all Indiana students. One of the Department goals is, therefore, to encourage and support development, expansion, and improvement of programs for gifted and talented students in the common schools of Indiana. (p. 84-88)

Before developing broad guidelines or implementing any state-wide policy for education of the gifted and talented, a systematic and comprehensive review of present educational activities, the extent of their effectiveness, available and potential resources, and an assessment of perceived needs of Indiana schools was necessary.

The purpose of this study was to provide a statewide data base that would aid in planning adequate and efficient allocation of resources in order to meet the educational needs of the gifted and talented in the State of Indiana. The study was intended to ascertain the development needs of educating the gifted and talented in terms of funds, personnel and their training, curricula, instructional strategies and practices, facilities and equipment, and organization and administration of the programs. It was a policy- and decision-oriented status study and focused on assessment of needs.

Three basic client groups could be identified for this work: 1) the personnel of various divisions within the Indiana Department of Public Instruction, the local school systems, and the other government agencies in the state; 2) the populations served; and 3) the public in general which should be interested in the criteria of social and economic efficiency.

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*The terms "gifted" and "gifted and talented" have been used synonymously in this report.

B. Scope and Significance

Lewis M. Terman, the most outstanding pioneer of the scientific study of giftedness introduced his monumental Genetic Studies of Genius (1925) with these opening words:

> "It should go without saying that a nation's resources of intellectual talent are among the most precious it will ever have. The origin of genius, the natural laws of its development, and the environmental influences by which it may be affected for good or ill, are scientific problems of almost unequaled importance for human welfare" (p. VII).

Perhaps no other statement has better captured the significance of the study of giftedness. His term "intellectual talent" seems to include talent of all sorts.

> "The conditions of modern life demand not only high intellectual ability in the traditional fields of learning, but also giftedness in all fields of human aspiration, the social as well as the technological, the artistic as well as the scientific, the humanistic as well as the economic." (Getzels and Dillon, 1974, p. 689)

The U.S. Commissioner of Education, in his landmark Report to the Congress on Education of the Gifted and Talented (1972) remarked:

> "Educators, legislators, and parents have long puzzled over the problem of educating gifted students in a public educational program geared primarily to a philosophy of egalitarianism." (p. 9)

With the exception of the widespread interest in the gifted which occurred during the late 1950's (as a result of the Soviet Union's launching of Sputnik), historically, the gifted and talented child population has been ignored. During the late 50's the American public criticized public education in unduly harsh terms. Inspired by embarrassment at a temporary advance in space research made by the Russians, some awareness was finally created for the educational needs of the gifted. Although widespread reform was generated, the reform goal was to bridge the scientific knowledge gap between this country and the Soviet Union, not to meet the individual educational and personal growth needs of the gifted and talented child. As the technological and scientific exploits of the U.S. gradually showed evidence of surpassing the Russians, emphasis on the gifted began to diminish. Nissen (1972) has documented the apparent demise of many programs for the gifted since late 1950's. She reports that several school systems wrote in an evaluation:

> This school system has reduced its emphasis on gifted children, partly because of general financial difficulties, and partly because of a nation-wide swing of concern for disadvantaged children. We no longer have a centrally administered program for the gifted.

The current national trend in education for the handicapped exceptional child is also contributing to decreased awareness and concern for the gifted. On the one hand, the high visibility for the needs of the handicapped have tended to over-shadow the educational needs of the gifted. Also, disenchantment with "special classes" because of the negative effects of labeling, lower performance expectancies, and the loss of learning opportunities caused by segregation from the mainstream of education, has created the impression that special programs for the gifted will produce similar negative results. This low priority for the education of the gifted is directly related to:

1. The theory that "cream always rises to the top" in which many educators and professionals believe: that the gifted and talented would perform adequately without the opportunities for specialized educational programs.
2. An apprehension on the part of many parents, teachers and other school personnel that these young people would form an elite, come to dominate their classmates and make them feel inferior.

3. An assumption that such youngsters uniformly come from privileged backgrounds.

There has been a strong assumption that present "talent" opportunities are adequate already for the bright and talented child. Miner (1957), however, reported that over 54% of the 251 high ability students he studied were working at least 4 grades below the level at which they were capable. He concluded that the overall picture was one of marked wastage of student ability and talent within the school system. Dressel and Grabow (1958) found that gifted high school students gained satisfaction in extra-class activities and high school involvement but remained apathetic toward classwork and courses. The *Report to Congress* (1972) reported a total loss of over 17% through dropouts among the gifted with almost twice as many girls as boys dropping out. (pp. 25-26)

Three primary deterrents to program development in the area of gifted education are: disregard of research, confusion with other research, and assumptions that present talent opportunities are already adequate. These are primarily the result of professional and lay attitudes concerning the needs of the gifted. These attitudes are illustrated in the development of priorities for educational programs by certain interest groups. For example, recent national priorities in the area of gifted education did not begin until a 1970 congressional mandate which added Section 806 "provisions related to gifted and talented children" to the Elementary and Secondary Education Acts Amendments of 1969 (Public Law 91-230). In this document a legislative decision was made to include the gifted and talented students among those benefiting from Titles III and V of the Elementary and Secondary Education Act and the Teacher Fellowship Provision of the Higher Education Act of 1956.

Most recently the national priority for education of the gifted and talented has been increased. Evidence of this increasing priority is reflected in the establishment of the Office for the Gifted and Talented (operating out of the Bureau of Education of the Handicapped), the National Clearinghouse for Information on gifted and talented (operating out of CEC through the ERIC system), and the authorization of a $2.5 million federal grant program for the gifted and talented specifically, through the Education Amendments Act of 1974.

Behind this national emphasis on the gifted child is a rapidly expanding amount of research and literature, much of it redundant and duplicative. Gallagher (1972) reported:

> The education of gifted children is not a new subject of educational discussion. Such concern can be traced in the literature for at least half a century. A casual reading of this literature will reveal the same complaints -- low standards for gifted children, unimaginative teaching and planning, and inadequate stimulation of their mental potential.

One almost experiences a sense of dejavu in the current emphasis on the gifted. The exception is that the Civil Rights movement has contributed to a general attitude which encourages equal educational opportunity and opportunities to maximize self-growth. The priorities being shown at the national level and in the professional literature are not necessarily reflected as priorities at the state level or in local programs, however.

The Report to Congress (1972) shows the low priority level being given to programs for the gifted by the states and by local schools. Only four states have "model" programs and these reach substantially less than 40% of the gifted population of each state. Over 57% of educators surveyed reported they had no gifted students in their schools. The Report says:

> "We know that gifted children can be identified as early as the preschool grades and that these children in later life often make outstanding contributions

> to our society in the arts, politics, business and the sciences. But, disturbingly, research has confirmed that many talented children perform far less than their intellectual potential might suggest. We are increasingly being stripped of the comfortable notion that a bright mind will make its own way. On the contrary, intellectual and creative talent cannot survive educational neglect and apathy." (p. 9)

The report found that differentiated education for the gifted and talented is presently perceived as a very low priority at federal, state and most local levels of government and educational administration. While services provided to gifted and talented children can and do produce significant and measurable outcomes, existing services for them do not reach large and significant subpopulations and serve only a very small percentage of the gifted and talented population generally. Even in those states where there is a legal or administrative basis for provision of services, the relevant legislation in many cases merely represents intent. Funding priorities, crisis concerns, and lack of personnel cause programs for the gifted to be miniscule or theoretical. Identification of the gifted is hampered not only by costs of appropriate testing--when these methods are known and adopted--but also by apathy and even hostility among teachers, administrators, guidance counselors and psychologists. The Report stressed that there is an enormous individual and social cost when talent among the nation's children and youth goes undiscovered and undeveloped. These students cannot ordinarily excel without assistance. They are, in fact, deprived and can suffer psychological damage and permanent impairment of their abilities to function well. (p. 68)

C. Definition and identification of "giftedness"

The advisory panel of USOE for the Report to Congress (1972) established the following definition of "giftedness" and "talent":

> Gifted and talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society.
>
> Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:
>
> 1. general intellectual ability
> 2. specific academic aptitude
> 3. creative or productive thinking
> 4. leadership ability
> 5. visual and performing arts
> 6. psychomotor ability
>
> It can be assumed that utilization of these criteria for identification of the gifted and talented will encompass a minimum of 3 to 5 percent of the school population.
>
> Evidence of gifted and talented abilities may be determined by a multiplicity of ways. These procedures should include objective measures and professional evaluation measures which are essential components of identification.
>
> Professionally qualified persons include such individuals as teachers, administrators, school psychologists, counselors, curriculum specialists, artists, musicians, and others with special training who are also qualified to appraise pupils' special competencies. (pp. 10–11)

The Indiana Department of Public Instruction (1975) subscribes to a similar definition endorsed by the National Leadership Training Institute, Council for Exceptional Children, that the gifted and talented are:

> Those children and youth whose talents, abilities and accomplishments allow them to excel or who show the potential to excel consistently in any human endeavor, and who require qualitatively differentiated educational programs and/or services in order to realize their contribution to self and society. This includes but is not limited to:
>
> 1. the academically gifted – general intellectual ability and/or demonstrated specific academic aptitude.
>
> 2. the creatively gifted – divergent, imaginative, original or productive thinking.

3. the kinesthetically gifted - psychomotor talent or skills in the visual or performing arts.
4. The psycho-socially gifted - leadership ability and ethical or moral development. (p. 85)

Thus the term "giftedness" may be treated as a rubric for several populations of children and for an increasing body of scientific knowledge about them.

Since late 1950's "creative thinking" became the dominant interest in the discussion of "giftedness." According to Newell and others (1962),

> Thinking may be called creative if (1) the product has novelty and value either for the thinker or the culture; (2) the thinking is unconventional and statistically infrequent; (3) it is highly motivated and persistent or of great intensity, and (4) the problem was initially vague and undefined so that part of the task was to formulate the problem itself.

It is divergent thinking - pertaining to new information that is minimally determined by the known information - which is the intellectual substratum of creative performan

Guilford (1950) concluded:

> "We must look well beyond the boundries of the IQ if we are to fathom the domain of creativity." (p. 448)

Since a significant direction of contemporary gifted programs is to move toward broader, more inclusive concepts of giftedness (rather than narrower, more exclusive ones), the presence of gifted programs could provide important information concerning the acceptance of a more inclusive definition. Classroom climates that are more supportive of divergent ideas and expressiveness would seem better able to support the further inclusion of abilities and talents in widely varying areas. Education in general would seem to have a great deal to learn from such an experience. House (1972) in fact has stated:

> In the last analysis, the so-called neglect of the gifted and talented represents nothing so much as the failure of our educational system to adequately meet the individual needs of all children. To meet those needs is a large commitment...in which we may find that if we are to meet that commitment it will require both the reordering of our national priorities and the reform of education.

Programs for the gifted and talented have consistently had difficulty in initiation, development, and maintenance. The best experimental educational programs for the gifted and talented have a common problem which is preventing their implementation and use. The problem is the unwillingness of teachers, administrators, and schools to be receptive to the provisions of special educational opportunities for this group. It is a people problem: a problem of human relations and attitudes.

The investigation of what constitutes "giftedness" and "creativity" and the questions of demography, heredity and psychopathology of superior achievement lay beyond the scope of this study. The thurst of this study was to examine what we were doing and what ought to be done in order to meet the educational needs of the gifted and talented children and youth of Indiana defined in a broad multidimensional sense of term. It was concerned with the role of the gifted in the classroom, the nature of the programs offered or needed for the gifted students and the talent loss represented by their underachievement.

D. Method and procedures

The research design, sampling and instrumentation of the study were developed in accordance with the proposal of the study as approved by the Divisions of Innovative Education and Curriculum, Indiana State Department of Public Instruction (ISDPI), in August 1975. The State Superintendent of Public Instruction, in December 1975, addressed a letter to all school superintendents and principals of the state explaining the purposes of the study and asking their cooperation in its conduct.*

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*The letter and the questionnaires, with percentage of response from public and non-public school principals and selected teachers shown, are placed as Appendix A, B, C and D of this report.

The sources of data were all 2,673 principals of both public and non-public schools, and 2,705 randomly selected teachers (5% of the total teacher population of the public schools) in the State of Indiana.

Extensive and in-depth discussions and review of pertinent literature and need assessment studies of other states of the nation went into the development of the two questionnaires. The staff members of the ISDPI, selected professors of universities of the state, and selected teachers and school administrators of Indianapolis, Bloomington, and La Porte, Indiana, were involved in these discussions which led to the construction and validation of the instruments. These instruments contained both structured and non-structured items in the following main areas:

1. The principals' and teachers' perceptions of the philosophy and importance of education of the gifted.

2. The practices and problems of the identificationof the gifted and the assessment of their specific needs and interests.

3. The educational programs being offered to the gifted and talented in their schools, such as:

   a. differentiated and enriched curricula which denote higher cognitive concepts and processes within the scope of "mainstreaming;"

   b. instructional strategies which accomodate the learning styles of the gifted and talented and the curriculum content, e.g. individualized instruction and counseling, programs of extra-curricular nature extending beyond the normal school day, like providing opportunities to enable the gifted children to interact with gifted adults and other resource people of the community and its environs; and

   c. special grouping arrangements which include a variety of administrative procedures appropriate to particular children, e.g. acceleration through early school entry, early high school graduation, grade skipping or grade telescoping; advanced placement for college credit and CEEB; ability grouping; special classes; honor classes; seminars; resource rooms; and the like.

4. The schools' needs for developing adequate educational programs for the gifted matched with available and potential resources within and beyond the community: more specifically, the needs of additional facilities and personnel, special pre-service and inservice training of teachers and guidance counselors, developing curriculum guides and instructional materials for the gifted children, information needs of policy makers and program managers and the needs of financial support of individual gifted students coming from lower socio-economic strata.

Before the instruments of the study were finalized and printed, they were tried out for validation on 19 school principals and 18 teachers of La Porte, Indiana, in October 1975 and again on the participant teachers and administrators of the Indiana Leadership Conference on the Education of the Gifted and Talented held in Indianapolis on November 18, 1975. Review and discussion of the instruments were also held with members of the Inter-state Policy Committee of the Title V Section 505 Multi-state Project for the Gifted and Talented which includes the states of Indiana, Ohio, Michigan, Illinois, Wisconsin and Minnesota. The experts of the Social Sciences Research and Training Laboratory, University of Notre Dame, Indiana critiqued the instruments and suggested changes.

The printed questionnaires were mailed to the sampled principals and teachers in January 1976. A second follow-up mailing to all those who hadn't yet responded was completed in February and early March. The final returns were 58% from public school principals, 46% from non-public school principals and 47% from the randomly sampled teachers.

The data were computer-analyzed and summarized separately for the public school principals, non-public school principals, and teachers, by their age, participation in gifted education, school size and community size.*

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*Table A in Appendix E summarizes the information about the respondents and their schools. Appendix F is a brief outline of the data of the more complete computer printout. It shows frequencies and percentages for some items, and mean-weights of responses and discrepancy indices for the others.

Another phase of the statewide needs assessment has been the creation of 20 target school teams which participated in in-depth needs assessment activities concerning education of the gifted and talented in their local schools. These 20 target schools established local needs assessment strategies, developed program activities at varying levels and made assessments of the quality and impact of these local programs. Members of these teams then participated in a two day workshop in May 1976 to review the data compiled for this study and discuss the outline of this report.

E. Analysis of the data

The data of the study were computer-tabulated separately for each of the three samples of public school principals, non-public school principals, and teachers in frequencies and percent of response to each response choice provided against every item and sub-item of the questionnaires. Some opinion items offered 3 or 5 response choices such as "yes," "no," "undecided," or "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." Mean-weights of response were computed in the case of these items by assigning the following positive or negative values to different response choices:

1. "A great deal," or "very essential" = +3
2. "Strongly agree," "very important," "some," or "essential" = +2
3. "Agree," "yes," "important," "a little," or "somewhat essential" = +1
4. "Undecided," "I don't know," "I am not sure," "none," or "not essential at all" = zero
5. "Disagree," "no," or "not important" = -1
6. "Strongly disagree" = -2

A mean-weight of response to an opinion item or sub-item was obtained by multiplying the percent of response in every column of response choice by its weight, algebraically adding the weighted percentages and dividing the sum by 100. For some items the respondents were asked to check one response indicating their perception of the existing situation relative to a given factor, and another one to indicate their perception of the importance of that factor. Mean-weights were computed separately for each of the two responses, and their algebraic difference gave an index of discrepancy between what exists and what is important to be provided.

The percentages, mean-weights and discrepancy indices were computed separately for each of the three samples, and also their sub-samples by age, participation in a course on gifted education, the size of the community their schools are located in, and the size of their schools' enrollment. This facilitated comparison between perceptions expressed by the three samples of respondents concerning the factors, issues, problems and attitudes on which the items of the questionnaires were focussed. It also helped in examining whether the independent variables of age, participation in gifted education, community size and school size were associated with a significant difference in the perceptions of the respondents.

CHAPTER 2: RESULTS OF THE STUDY

The following sections summarize the responses of administrators (public and non-public school principals) and teachers concerning the issues and problems of education of the gifted and talented. Percentages or mean-weights of response are mentioned against each item in order to show the order of preference of the respondents.

A. Definition and Incidence of Giftedness

Of the following definitions of "giftedness," Table 1 indicates that the school administrators and teachers of Indiana upheld a multi-dimensional concept of "giftedness" and "creativity" as against an I.Q.-oriented one.

Table 1: RESPONSES OF PRINCIPALS & TEACHERS TO SUGGESTED DEFINITIONS OF GIFTEDNESS

Definitions	Mean-weight of responses* Principals		Teachers
A gifted and talented child is one who:	Public	Non-Public	
(a) consistently shows a high order of outstanding talent in specific areas such as art, music, mechanical ability, kinesthetic, psychomotor and manipulative skills, foreign languages, human relations, social leadership and management, dramatics, creative writing, graphic arts, and visual or performing arts or any other worthwhile and personally or socially valuable line of human achievement.	1.19	1.05	1.14
(b) demonstrates a superior functional ability or aptitude to achieve and excel in various academic areas.	1.16	1.17	1.11
(c) has a creative ability to develop a novel event in the environment; demonstrates divergent, imaginative original or productive thinking.	1.15	1.11	1.20

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*Scoring or weighting of these items follows the Likert style of 2.00="strongly agree"; 1.00= "agree"; zero= "undecided"; -1.00= "disagree"; and -2.00= "strongly disagree". A mean-weight of response to any item or sub-item was obtained by multiplying the percent of response in every column by its weight, adding the weighted percentages and dividing the sum by 100. Meanweights reduce different categories of response to single indices. Thus they facilitate comparison between groups of respondents and between related items of information.

	Principals		Teachers
	Public	Non-Public	
(d) has been recognized by professional educational personnel as possessing outstanding talents and abilities.	1.12	0.96	0.84
(e) has a superior general intellectual potential and ability measured by standardized intelligence tests (IQ).	0.73	0.66	0.53

The teachers were slanted more towards "creative ability" and the non-public school principals towards "excellence in academic areas" as against the public school principals who preferred multi-dimensionality.

Based on their own definitions of "giftedness" and "talent", the respondents reacted to various possible estimates of the incidence of "giftedness" in their schools as indicated in Table 2.

Table 2: RESPONSES OF PRINCIPALS AND TEACHERS TO SUGGESTED ESTIMATES OF THE INCIDENCE OF GIFTEDNESS

Estimates of incidence	Percent of Respondents				
	Principals		Teachers	Overall	Cumulative
	Public	Non-Public			
(a) 0 - 1%	26.2	25.1	43.9	31.7	31.7
(b) 2 - 3%	40.5	30.5	31.7	34.3	66.0
(c) 4 - 6%	21.1	22.0	12.7	18.6	84.6
(d) 7 - 10%	9.7	13.9	8.4	10.6	95.2
(e) 11 - 20%	2.4	8.5	3.3	4.8	100.0

Thus, 85% of the respondents indicated that up to 6% of their students could be considered as gifted and talented. Teachers tended to be more selective, choosing an even smaller estimate of incidence than the principals. The respondents were then asked approximately what percentage of students who they considered gifted and talented were presently involved in programs for the gifted and talented.

Their response is summarized in Table 3.

Table 3: PERCENT OF GIFTED AND TALENTED STUDENTS PRESENTLY INVOLVED IN SPECIAL PROGRAMS

Percent of students in programs	Percent of Respondents		
	Principals		Teachers
	Public	Non-public	
(a) none	66.1	67.1	73.8
(b) 0 - 25%	24.7	22.5	18.9
(c) 26 - 50%	2.6	0.9	2.4
(d) 51 - 75%	3.4	5.4	2.7
(e) 76 - 100%	3.2	4.1	2.2

The conclusion is obvious: very few gifted students are involved in programs for the gifted and talented. Considering that up to 6% of the school population could be identified as gifted, the evidence suggested by more than 90% of the respondents that FEWER THAN one fourth of them are presently receiving any programs at all documents an astounding talent loss in Hoosier schools. As has been reported elsewhere in this report, the breakdown of the results by community and school size indicated that the larger the size of the community and school enrollment, the more likely there were to be programs for the gifted and talented.*

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*Figure   and related discussion in Chapter 3.

B. Identification of the Gifted and Talented

Table 4 shows the order of preference reported by the respondents to different identification techniques.

Table 4: PREFERENCE SHOWN BY PRINCIPALS & TEACHERS FOR DIFFERENT IDENTIFICATION TECHNIQUES

	Identification techniques	Indices of Importance*		
		Principals		
		Public	Non-Public	Teachers
1.	Testing of achievement in specific academic areas through standardized achievement tests.	.90	.87	.85
2.	Nomination or recommendation by teachers, administrators, other school personnel, parents or peers.	.77	.59	.80
3.	Testing of IQ through individual or group intelligence tests.	.77	.58	.73
4.	Informal review of students' interests and extra-curricular activities.	.65	.71	.70
5.	Special aptitude testing for talents.	.63	.63	.78
6.	Judgment and evaluation by specific professionals.	.68	.58	.70

* The perceptions of each group of respondents indicating whether a particular technique is being used now, or whether a particular facility or program is in existence at the present time, were reduced to a mean-weight by assigning weights to different categories of response. These mean-weights are also called indices of status or status indices, because they indicate the existing status of the programs, techniques or facilities. For importance indices: 1.00="important," and zero="undecided."

The respondents also rated the degree of importance of those programs, techniques or facilities. Again, different categories of response were reduced to single mean-weights or indices of importance in order to facilitate comparison between groups of respondents and between related items of information.

In the case of this table, the mean-weights or indices of importance of all three groups of respondents were combined to determine the order of preference. The rank order correlation of .88 between public school principals and teachers shows the high level of agreement between these groups. The correlation of .76 between public school principals and non-public school principals shows some disagreement. This difference is shown primarily in the use of the students' own interests and preferences rather than standardized measures. The formula used for computing these correlations is:

$$R = 1 - \frac{6 \; D^2}{N \; (N^2 - 1)}$$

See Appendix F pp. 10-12, 31-33, and 51-53 for all the indices.

7.	Personal interest inventories.	.56	.63	.68
8.	Student-authored essays or other products.	.43	.60	.57
9.	Standardized tests of creativity.	.49	.50	.60
10.	Using G.P.A. of previous tests.	.49	.42	.37
11.	Review of anecdotal records.	.48	.41	.38
12.	Student self-nomination or volunteering.	.34	.46	.46
13.	Observation by outside resource persons.	.35	.39	.40
14.	Standardized tests of personality.	.31	.37	.40
15.	Selecting students by rank-order, such as top 5% or 10%.	.24	.15	.22

Thus, the respondents showed preference for the more conventional techniques of identifying giftedness and talent among their students, such as scores on achievement tests, recommendations by teachers and other personnel, IQ, etc. Concerning the actual use of these techniques in the schools, only achievement testing and IQ testing could get significantly positive mean-weights or status indices, indicating that these techniques are presently being used for the purpose of identifying the gifted and talented. All other techniques are either not being used at all, or their use is at best sporadic.*

C. Attitudes and Programs

The statements shown in Table 5 were listed in the questionnaires and the respondents were asked to check the ones which best expressed the way they felt about education of the gifted and talented:

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*Again, the three groups of respondents showed great similarity in their perceptions of the status: the rank order correlations were .97, .90 and .91 respectively between public school principals and teachers, between public school principals and non-public school principals, and between teachers and non-public school principals.

Table 5: ATTITUDES OF THE RESPONDENTS TOWARD EDUCATION OF THE GIFTED AND TALENTED

Statements	Percent of Response
(a) The extent of educational neglect for the gifted and talented makes them among the most handicapped of all groups with special education needs. The individual and social cost of this neglect is enormous.	34.5
(b) Some special opportunities are necessary, since the gifted and talented cannot excel without assistance.	27.4
(c) It would be nice to have programs for the gifted and talented, but they will succeed above all other students.	14.7
(d) Any special educational provisions for them is an expensive "frill"; the gifted and talented can achieve their potential adequately within the regular classroom.	2.9
(e) Gifted and talented are already privileged by virtue of their talents and their increased opportunities.	3.2
(f) None of the above.	17.2

The findings indicate that special educational opportunities are believed to be necessary for the gifted and talented, without which they can not excel. Fewer than 21% of all responses (the total of #c, d, and e) indicated that special opportunities were not necessary, which is consistent with the response to the statements shown in Table 6 that describe the existing status of programs in local schools:

Table 6: PRESENT STATUS OF PROGRAMS FOR THE GIFTED & TALENTED IN LOCAL SCHOOLS

Present status of Programs	Percent of Response
(a) The needs of the gifted and talented are not really being accommodated much at all, although some teachers may be making an individual effort.	48.1
(b) We are accommodating the needs of the gifted and talented only sporadically.	23.7
(c) We are accommodating the needs of the gifted and talented farily adequately.	19.1

(d) We are accommodating the needs of the gifted and talented very well, although there is always room for improvement.	5.1
(e) None of the above.	4.1

Again, only 24% felt that present efforts to meet the needs of this group are in any way adequate. The respondents' opinions were consistent: the needs of the gifted and talented are not being accommodated, although some teachers might be making sporadic individual efforts.

The respondents were further asked to indicate how they would react if their school corporation announced it was initiating programs for the gifted and talented. The response to this question* indicated that only 6 - 9% would not participate. In fact, fully 91% or more of all respondents desired to participate in such a program. Of significance was the finding that the majority of non-public school principals would "actively seek to be participants in the program", while the majority of teachers would only "be active and avid supporters of the programs". This may reflect the perceived threat or fear betrayed by many teachers to participating in the programs. The obvious enthusiasm of the respondents to actively participate in and support programs for the gifted and talented was quite in line with their feeling of significant need for such programs as discussed above.

Table 7 shows the order of preference reported by the respondents to the available methods of programming for the gifted and talented:

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*For details see Appendix F, pp. 20-21, 41, and 59-60.

Table 7: PREFERENCE SHOWN BY PRINCIPALS AND TEACHERS FOR DIFFERENT METHODS OF PROGRAMMING FOR THE GIFTED & TALENTED

	Programs	Index of Importance*		
		Principals		
		Public	Non-public	Teachers
1.	Curriculum enrichment within regular classes: special in-depth assignments and projects.	1.05	.97	1.15
2.	In-class grouping by ability and/or interests.	.92	.97	.97
3.	Special classes: grouping of gifted students for certain portions of time.	.77	.82	.99
4.	Provisions of extra-curricular activities, hobby and club plans, etc.	.81	.75	.94
5.	Highly individualized and personal instruction, possibly from professionals in the student's area of ability and interest.	.73	.64	.86
6.	Hard core, advanced courses designed to stimulate the gifted students.	.54	.67	.89
7.	Special counseling or instruction outside regular classrooms.	.67	.54	.83
8.	Peer teaching: students teaching other students.	.71	.62	.67
9.	Itinerant resource teacher [illegible]: specialist teachers serving many schools, [illegible] teachers better understand and meet the needs of gifted, and combining direct teaching of the gifted and in-service education of regular teachers.	.51	.53	.69
10.	Released time: reduction in classtime for independent study and free choice activity involved in community projects.	.53	.49	.65
11.	Special summer programs.	.47	.45	.65
12.	Acceleration by advanced placement such as in honor classes, honor seminars, AP classes, etc.	.35	.36	.69
13.	Acceleration by "visiting" higher grade level classes in areas of strength.	.32	.31	.55

*Again, the mean-weights or importance indices of all three groups of respondents were combined to determine this order of preference. The rank order correlation was .93 between the mean-weights of public school principals and teachers, .97 between those of public school principals and non-public school principals, and .98 between the ones of teachers and non-public school principals. See Appendix F, pp. 12-15, 33-36, 53-56 for all the indices. The values of importance indices are 2.00 = "very important," 1.00 = "important," zero = "undecided," and -1.00 = "not important."

14. Attendance in college classes before high school graduation.	.42	.19	.47
15. Mentor or tutorial system or internship and apprenticeship programs.	.42	.33	.60
16. Acceleration by early high school graduation and early college entry.	.34	.11	.32
17. Credit by examination.	.13	.18	.38
18. Full-time special classes for the gifted in all areas.	.10	.10	.32
19. Special magnet-type school serving the gifted and talented in many geographical areas.	.10	.00	.20
20. Acceleration by early school entry.	-.18	-.16	-.18
21. Acceleration by grade skipping.	-.20	-.21	-.15

Thus, the respondents showed greater preference for in-class resource oriented programs such as enrichment, special projects, ability or interest grouping, mentorships with professionals in the student's area of ability and interest, advanced courses, and special conseling. On the other hand, the respondents tended to be negative or neutral about programs involving acceleration or segregation by self-containment such as special magnet-type schools or full-time special classes. They attached moderate importance to credit by examination.

Only two programs -- ability or interest grouping and enrichment-received moderately positive mean-weights or status indices indicating that these programs are already being offered to the gifted and talented in some schools. For all other programs the offerings were either sporadic or non-existent.*

The respondents were also asked to identify the program areas which now receive, and should in the future also receive, instructional emphasis for the gifted and talented in their schools. Table 8 shows the order of preference reported by the respondents:

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*The three groups of respondents showed great similarity in their perceptions of the status also: the rank order correlation was .93 between the mean-weights of public school principals and teachers, .95 between those of public school principals and non-public school principals, and .90 between the ones of teachers and non-public school principals.

Table 8: IMPORTANCE AND PRESENT STATUS OF PROGRAM AREAS FOR THE GIFTED & TALENTED, REPORTED BY ADMINISTRATORS & TEACHERS

Program areas	Index of Importance*		Index of present status*	
	Administrators	Teachers	Administrators	Teachers
1. Language arts	.97	1.08	+.17	+.03
2. Mathematics	.92	1.08	+.12	+.07
3. Science	.83	1.03	-.17	-.18
4. Art, music or talent areas	.82	.98	-.23	-.14
5. Leadership training and social skills	.75	.89	-.65	-.62
6. Social studies	.71	.86	-.45	-.47
7. Physical and motor skills	.70	.83	-.58	-.42
8. Foreign languages	.55	.79	-.58	-.37
9. Vocational and mechanical skills	.39	.89	-.65	-.33

As evident from these data, language arts and mathematics are the only program areas which presently focus some instructional emphasis for the gifted and talented. The status indices of all other areas are negative, which means programs for the gifted and talented are rarely, if at all, offered in these areas. Also, teachers consistently rate the importance of programs as higher than do administrators, and teachers also tend to be more critical of the adequacy of present programs in meeting the needs of the gifted and talented.

Finally, the respondents were asked to react to some statements, picked up from the related literature, which focused on important strategies of action to promote the education of the gifted and talented. Their reactions are shown in Table 9.

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*For importance indices: 2.00 = "very important," 1.00 = "important," and zero = "undecided." For status indices: 1.00 = "existing," zero = "undecided," and -1.00 = "not existing."

Table 9: PRINCIPALS' & TEACHERS' REACTIONS TO SUGGESTED STRATEGIES OF ACTION

Statements	Mean-weights of responses*		
	Principals		Teachers
	Public	Non-public	
(a) "Identification of the gifted and talented is hampered not only by costs of appropriate testing, but also by apathy and even hostility among teachers, administrators, counselors and psychologists."	-0.17	-0.02	0.05
(b) Inadequate and inequitable funding for programs of the gifted encourages the employment of less than competent personnel, improper grouping, disproportionate pupil-teacher ratios and inadequate identification, programming and evalution services.	0.28	0.43	0.50
(c) Federal and state funds should be distributed among local districts for the purposes of developing demonstration or experimental programs for the gifted and talented.	0.76	1.01	0.78
(d) Indiana should have state legislation for organizing, funding, regulating, and monitoring programs for the gifted and talented.	0.65	0.79	0.72
(e) A state-wide Council on Talent Development should be created and be composed of lay and professional persons from all areas of public and private life for the promotion, development and evaluation of the programs for the gifted and talented.	0.40	0.73	0.60
(f) The Indiana State Department of Public Instruction should provide full-time consultative leadership to assit local school districts in planning and programming for the gifted and talented.	0.78	0.81	0.82
(g) State Board of Education should approve the gifted and talented as an endorsement area for a teaching certificate and should name the area of the gifted as a critical field of education for which special teacher preparation is necessary.	0.45	0.52	0.55
(h) Indiana should establish a state system of scholarships for advanced training of teachers of the gifted and talented.	0.38	0.66	0.49

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*1.00 = "agree"; zero = "undecided"; and -1 = "disagree".

(i) The Indiana State Department of Public Instruction, state colleges and universities and local education agencies should cooperatively take steps to develop well-coordinated and articulated programs of teacher training and retraining in order to alleviate the present severe shortage of professional personnel, competent to diagnose, direct, experiment, evaluate and program for the gifted and talented.	0.78	0.91	0.90

The results reflect the interest in the development and strengthening of state leadership, financial and programmatic support for the education and training of teachers, and appropriate programs. Interestingly, all respondents consistently felt that the education of the gifted was the responsibility of the local schools and should be accomplished through funding of excess costs and with programmatic leadership from the state. Direct service activities by the State Department of Public Instruction, such as student scholarships, were seen as having limited value. Also, the integration of gifted education with the general curriculum was again stated by responses denying the need for separate teacher certification while reiterating the basic ability of most teachers to adapt to the special instructional requirements if supported in their efforts to do so.

They also agreed that adequate federal and state funds should be distributed among local school districts for the purposes of developing demonstration or experimental programs for the gifted and talented. This is presently being accomplished through the funding of three Title IV-C exemplary programs for the gifted in the state.

D. Essential Factors and Major Difficulties in Providing Programs for the Gifted and Talented:

Table 10 shows factors that were considered essential by the respondents in providing programs for the gifted and talented:

Table 10: FACTORS RATED ESSENTIAL FOR PROVIDING PROGRAMS OF THE GIFTED & TALENTED

Factors	Mean weights of the Respondents' Perceptions of Essentiality*		
	Principals		
	Public	Non-public	Teachers
(a) Administrative support	2.58	2.56	2.67
(b) Teacher interest	2.37	2.41	2.49
(c) Special funding	2.41	2.39	2.33
(d) In-service training of personnel to operate programs	2.28	2.27	2.23
(e) Awareness of possible programs	2.14	2.14	2.28
(f) Specially qualified teachers	2.13	2.12	2.22
(g) Adequate identification procedures in use	2.18	1.96	2.18
(h) A sufficient number of gifted and talented students to warrant such programs	1.96	1.84	1.88
(i) Community interest	1.92	1.73	1.87
(j) Additional physical facilities	1.77	1.85	1.78

The respondents identified some major difficulties or limitations in initiating or expanding programs for the gifted and talented in their schools. These are shown in Table 11.

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*3.00 = "very essential"; 2.00 = "essential"; 1.00 = "somewhat essential"; and 0.00 = "not essential".

Table 11: MAJOR DIFFICULTIES OR LIMITATIONS IN INITIATING OR EXPANDING PROGRAMS FOR THE GIFTED & TALENTED

Difficulties	Mean-weights of the Respondents' Perceptions of their Seriousness*		
	Principals		
	Public	Non-public	Teachers
(a) Insufficient financial support	2.29	2.48	2.11
(b) Insufficient personnel	2.21	2.36	2.12
(c) Too many other pressing priorities	2.04	2.07	2.14
(d) Inadequately trained personnel	1.97	1.95	1.80
(e) Inadequate development of curricula and instructional materials	1.89	1.86	1.92
(f) Limited physical space & facilities	1.83	1.90	1.85
(g) Lack of knowledge about "giftedness"	1.78	1.80	1.94
(h) Inadequate referral & diagnostic techniques	1.69	1.83	1.79
(i) Inadequate consultative assistance	1.66	1.82	1.63
(j) Lack of parent or community interest & support	1.26	1.09	1.48
(k) Lack of support from the teaching staff	1.01	0.80	1.14
(l) Inadequate legal base	0.77	0.68	0.62

These findings are self-explanatory.

E. Support Factors

Table 12 summarizes the results of questions which were included in the questionnaire to ascertain the respondents' perceptions of the existing status and importance of various supports for programs. Mean-weights of the respondents' perceptions of status and importance and discrepancy indices are given against each item.

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*3.00 = "a great deal"; 2.00 = "some"; 1.00 = "little"; and zero = "none".

Table 12: SUPPORT FACTORS FOR PROGRAMS OF THE GIFTED & TALENTED

Questions	Mean-weights or indices of response*								
	Principals						Teachers		
	Public			Non-Public					
	**(S)	(I)	(D)	(S)	(I)	(D)	(S)	(I)	(D)
1. Does your school system have the following for the education of the gifted and talented?									
(a) a specific written policy?	-.81	+.68	-1.49	-.87	+.57	-1.44	-.67	+.72	-1.39
(b) a definite set of criteria for identifying the gifted & talented?	-.68	+.88	-1.56	-.72	+.72	-1.44	-.54	+.95	-1.49
(c) official regulations or guidelines for the program of the gifted and talented?	-.75	+.76	-1.51	-.78	+.59	-1.37	-.63	+.88	-1.51
2. Does your school board support the activities and involvement of school personnel in planning and programing for the gifted & talented?	+.25	+.99	-.74	+.20	+.85	-.65	.00	+.99	-.99
3. Did your school or school system create, at any time, a study committee to conduct initial planning for gifted & talented education?	-.35	+.83	-1.18	-.60	+.61	-1.21	-.27	+.84	-1.11
4. Does your school at the present time have:									
(a) professional personnel such as teachers, counselors, psychometrists, tutors, aides, etc. employed specifically for working with the gifted & talented?	-.77	+.61	-1.38	-.82	+.51	-1.33	N/A	N/A	N/A
(b) any professional support or leadership personnel such as Director of Curriculum etc. to provide leadership and to help you and your teachers with the education of the gifted & talented?	-.37	+.73	-1.10	-.75	+.57	-1.32	N/A	N/A	N/A

*For status indices: +1.00 = "yes, or existing"; -1.00 = "no, or not existing"; and zero = "undecided". For importance indices: +2.00 = "very important"; +1.00 = "important"; -1.00 = "not important"; and zero = "undecided". Discrepancy indices are the algebraic difference between status indices and importance indices. They indicate where and how much the existing status of services or programs is lagging behind their importance as perceived by the respondents. So if the importance index in the case of a particular service or program is positive or high and its status index is negative or low, the magnitude of the negative discrepancy index will indicate the level of effort that is needed to alleviate the serious need as perceived by the respondents. The theoretical limits of the scale of discrepancy indices are -3.00 to +2.00 and different points on this scale reflect different forms of interplay between the respondents' perceptions of the status and those of the importance of various services and programs.

**(S) = Status; (I) = Importance; (D) = Discrepancy.

5. Does your school or school system provide for developing special curriculums and instructional materials for the education of gifted & talented?	-.45	+.86	-1.31	-.45	+.77	-1.22	-.25	+1.09	-1.34
6. Does your school or school system provide opportunities for in-service training in the theory and practice of education of the gifted & talented for:									
(a) teachers?	-.68	+.82	-1.50	-.62	+.78	-1.40	-.61	+.92	-1.53
(b) administrators?	-.71	+.81	-1.52	-.67	+.72	-1.39	N/A	N/A	N/A
7. In the event you already have or plan to have programs for the gifted and talented, do you receive or expect active cooperation and participation in those programs by the following community groups:									
(a) parent groups?	+.16	+.87	-.71	+.19	+.80	-.61	+.22	+1.09	-.87
(b) business?	-.09	+.62	-.71	-.29	+.52	-.81	+.03	+.73	-.70
(c) industry?	-.12	+.61	-.72	-.32	+.51	-.83	-.01	+.71	-.72
(d) professional groups, such as medical doctors, engineers, scientists, artists, etc.?	+.004	+.71	-.71	-.14	+.62	-.76	+.14	+.92	-.78
(e) church groups?	-.19	+.43	-.62	+.03	+.67	-.64	-.07	+.45	-.52
(f) other social service groups like JC's, Lions, Rotarians, etc.?	-.08	+.56	-.64	-.26	+.46	-.72	+.08	+.62	-.54
8. Does your school board support the utilization of community personnel and other resources to adequately meet the educational needs of the gifted and talented?	+.22	+.87	-.65	+.14	+.74	-.60	-.05	+.91	-.96

The findings indicate that system supports such as having a specific written policy, a definite set of criteria for identification, and official regulations or guidelines for programs are important, but seldom exist. Similarly, the respondents indicated that the school system should create a study committee to conduct initial planning for gifted and talented education. The system should allocate the time of professional personnel such as teachers, counselors, psychologists, etc. to specifically work with the gifted and talented. Professional support and leadership personnel such as director of curriculum etc. should be made available to provide leadership and in-service training, and to help with the development of special curriculums and instructional materials. All of these aspects of support that the school system can make available for the education of the gifted and talented were perceived by the respondents to be important, but seldom existing.

While the results indicated the existence of some level of support from the school system and community groups such as parents, professional and social service groups , the discrepancy indices point to the need of increasing the level of this support from the school system and the community alike.

F. Financial Provisions

Concerning the need for financial provisions for the programs of the gifted and talented, the administrators' responses are shown in Table 13:

Table 13: ADMINISTRATORS' RESPONSES CONCERNING FINANCIAL PROVISIONS FOR THE PROGRAMS OF THE GIFTED & TALENTED

Questions	Administrators' Indices For Status	Importance	Discrepancy
1. Does your school budget (1975-76) have funds allocated for the programs of the gifted and talented to provide specifically for:			
(a) personnel such as teachers and counselors hired especially for the gifted and talented?	-.75	.58	-1.33
(b) consultative services such as pupil personnel services for the programs of the gifted and talented?	-.66	.72	-1.38
(c) special programs for the gifted in your school?	-.87	.41	-1.28
(d) transportation assistance for your gifted and talented students to participate in special programs offered in other schools?	-.80	.75	-1.55
(e) in-service or special training of your teachers in the area of gifted education?	-.41	.79	-1.20
(f) evaluation of individual pupil performance for the identification of talent?	-.41	.87	-1.28
(g) special instructional materials for the gifted and talented?	-.77	.72	-1.49
(h) evaluation of program effectiveness in case special programs for the gifted are offered in your school?	-.75	.45	-1.20
(i) any other needs of the program for the gifted?	-.75	.45	-1.20

*For status indices: 1.00 = "existing," zero = "undecided," and -1.00 = "not existing." For importance indices: 1.00 = "important" and zero = "undecided."

2. If you receive additional resources, funds and personnel, will you and your staff:

(a) be able to identify additional gifted and talented students for special programs?	.59	.94	-.35
(b) be ready to implement or expand a program for the gifted and talented?	.42	.90	-.48
(c) participate in state-sponsored in-service programs of gifted education?	.53	.84	-.31
(d) appoint a task force or an ad hoc committee to study and plan programs for the gifted and talented?	.42	.81	-.39

3. Approximately how much additional money do you think you will need per each gifted and talented student in order to provide special professional personnel, curriculum and instructional materials, consultative and evaluative services and other program needs.	Percent of Administrators Public	 Non-public
(a) I am not sure.	59.1	58.1
(b) $200.00 or less.	5.5	6.7
(c) between $200.00 and $500.00	13.7	21.9
(d) between $500.00 and $1,000.00	11.8	5.7
(e) over $1,000.00	9.9	7.6

The finding of the data summarized above is quite clear. Both the group of principals said the funds allocated to support programs of the gifted and talented are either far below what is needed or are not allocated at all. They also affirmed that if they receive additional resources, funds and personnel, they and their staff would be able to take steps to organize and develop programs for the gifted and talented. They would be able to identify gifted and talented for such programs, would appoint a task force or an ad hoc committee to study and plan such programs and would participate in in-service programs dealing with gifted education.

When they were asked how much additional money they would need per student for these programs, the majority reported they were not sure. While 26% said between $200 and $1000, 6% said $200 or less. The overriding conclusion is that the cost factors of such programs must be explored more fully.

Finally, all three groups of principals and teachers were asked to rank their needs in order of priority if additional funds become available. Table 14 shows the ranking of the needs by the principals and teachers.

Table 14: RANKING OF THE NEEDS IN ORDER OF PRIORITY BY THE PRINCIPALS AND TEACHERS

Needs	Ranks		
	Principals		Teachers
	Public	Non-public	
Need for the development, improvement, evaluation or expansion of the current curriculum.	1	1	1
Need for programs for the gifted and talented.	2	3	2
Need for upgrading skills of academic staff.	3	2	7
Need for programs to deal with the socially disadvantaged.	4	5	5
Need for vocational education programs.	5	6	3
Need for programs for potential dropouts.	6	7	4
Need for additional pupil personnel services.	7	4	6
Need for preschool education programs.	8	8	8

CHAPTER III: DISCUSSION OF THE DATA

A: Identification of the Gifted

The advancement of any human society can be documented in the discoveries, insights and accomplishments of its most capable members. Conversely, failure to nurture the highest talents of its youth is costly both in material and psychological terms for the individual and the society.

Historically, interest in the education of the gifted has been sporadic. But even early experiments in the identification and education of talented individuals have resulted in astonishing accomplishments. Perhaps one of the most dramatic of these occurred under the reign of Suleyman, the Magnificent, when the Ottoman Empire emerged as a world power only a generation after a massive recruitment and training of gifted and talented individuals.

Research has shown that the accomplishments of the gifted differ both qualitatively and quantitatively from those of a like number of individuals from the general society and pervade all facets of human endeavor. The material value of their work is readily apparent, but is beyond estimate. "Priceless" is the adjective that is most often applied to the works of our renowned artists, musicians and writers. No one would even attempt to estimate the savings in human life which have resulted from the efforts of the Curies, Pasteur and Salk. Even a cursory examination of our daily existence reveals a rich heritage in language, thought and philosophy which is readily traceable to the contributions of rare individuals of today and yesterday.

The basic needs of gifted children are essentially the same as of other children: understanding, self-esteem, a sense of worthy accomplishment, independence, love and self-actualization. Like other children if these needs are not met, they also suffer from problems of anxiety, loss of self-esteem and insecurity. The differences between their chronological and mental ages tend to enhance the discrepancies in values, standards and concepts of behavior and accomplishment which they encounter. We create special problems for them when their different interests, goals and modes of operation are not accepted. Often highly gifted children tend to feel lonely and get little from programs geared to their less able classmates.

More recently, Dr. Julian Stanley of John Hopkins University (1974) reports outstanding success with his search for and subsequent education of youth with precocious mathematical talent. Dr. Stanley has also noted that a large proportion of the children identified as mathematically talented through his screening techniques were not nominated by their public school teachers as being superior mathematics students.

The advantages to the society of early identification and nurturance of special talents would seem to be obvious and accorded high priority by the general public and educational profession alike. Yet the Report to Congress (1972) indicated that 58% of the elementary and secondary principals polled reported that they had no gifted or talented students in their schools. (p. 29) Recent figures gathered by the Office for the Gifted and Talented of the U. S. Office of Education suggest that only 13% of an estimated 2,580,000 gifted and talented school children are being provided special educational opportunities with 21 states having no programs of any kind for the gifted. In addition, numerous studies have shown that teachers tend to be the least reliable identifiers of their students who have exceptional talents and abilities. One reason may be their conditioning to a particular level of group performance. For instance, a teacher with years of experience in an affluent suburb will not be greatly impressed by a pupil's performance which is better than 84% of the national norm, because this may be the average performance of her entire school. On the other hand, another teacher with long experience in the inner-city schools may be delighted by a pupil's performance which is right on the national norm, because it is significantly above the average performance of her school. Both teachers may be applying inadequate criteria as a result of which some students will not be recognized as gifted when they really are, and others who are not will be viewed as such. This factor becomes even more significant when viewed against the data from the Rosenthal (1962) studies which indicates that the teacher's perception of a child's abilities has a significant effect on the child's performance.

Identification of the gifted and talented student is a must before any special program can be provided. Once the student is identified, then special educational needs can be assessed and appropriate curriculum experiences provided. Identification of any ability dimension depends upon:

(1) the categorical definition for the range under consideration. Relative to the definition of "giftedness" discussed in Chapter 1, most traditional assessment instruments, such as IQ or achievement tests, measure in only one of the four ability areas, viz. academic achievement. Identification in the other ability areas, i.e. creativity, kinesthetics and psycho-social, will require the development and refinement of new instruments and techniques.

(2) the willingness of educators to break from stereotypes of giftedness as determined, for example, by IQ scores.

Perhaps the most significant influence on programs for the gifted and talented has been the development of an expanded concept of giftedness. This has occurred mostly in the literature with very little evidence of its implementation in programs. Since Terman's (1925) major study on the gifted, most programs have focused on the intellectually gifted and the identification criterion has been the IQ score (Gowan, 1971). These programs may meet some of the educational needs of a small percentage of students -- usually 1 - 2% of the school population. However, the programs have been reproached for their selection biases against the socially or ethnically different child. Evidence of early awareness concerning this issue can be found in Terman (1925) and Hollingsworth (1926). More recently the evidence of cultural bias in standardized testing has been cited as selection bias in gifted programs by Bruch (1971), Renzulli (1974) and Torrance (1966).

The development of biased selection procedures can be traced directly to the school psychologists and teachers who use tests with limited validity, inadequately comprehend the information yielded by the testing, and ineffectively communicate with each other concerning the test findings. In the Report to Congress (1972), the "School Staffing Survey" indicated that school psychologists, teachers, and talent specialists were most important (in that order) for identifying the gifted. The report stressed the need for continuous screening and identification efforts and the use of multiple indicators, cautioning against IQ based selection because of its lack of recognition of cultural pluralism.

The present study revealed that between 66 and 74% of the responding principals and teachers said no children in their schools were involved in gifted programs. An additional 19 - 25% of them indicated that no more than 1 to 25% of their gifted and talented students were presently involved in special programs. Only 5-9% of them said that 50 - 100% of their gifted students had access to special programs. On the other hand, between 74 - 85% of the responding principals indicated that they felt it was very essential or essential to have adequate identification procedures in use in order to establish qualitatively differentiated programs fostering the diverse abilities of their exceptionally talented students. However, between 67 and 84% of them reported that they did not presently have a definite set of criteria for identifying the gifted and talented.* To summarize, the results indicate that:

(1) few programs presently exist for the gifted and talented in Indiana,

(2) few schools have adequate identification programs or strategies for identifying such students, and

(3) the majority of respondents feel that identification and educational programs for the gifted are needed.

The results of the study also indicated that, as perceived by 75 - 89% of the responding principals and teachers, the schools depended largely on group intelligence and achievement tests when attempting to identify the gifted and talented students.* Since close to 71% of all respondents rated the use of intelligence and achievement tests in the identification of gifted and talented students as important or very important, the source of their dissatisfaction with the identification measures must lie elsewhere. The discrepancy indices between the reported use of identification techniques and the relative importance assigned to their use showed that several additional identification techniques were specified as important but not widely used.** They were:

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*Appendix B, C and D, survey items #2b and 3b; Appendix B and C, survey item #17f; and Appendix D, survey item #14f.

Informal review of students' interests and extra-curricular activities

Special aptitude testing for talents

Judgement and evaluation by content area professionals

Student authored essays or other products

Review of anecdotal records

Student self-nomination or volunteering

Standardized tests of creativity and personality

Many gifted and talented abilities readily identify themselves to the perceptive adult. The preschooler who has taught himself to read, the first or second grader who displays perspective in drawings, the young child who shows interest in and concern for the political and scientific phenomena, or the youngster who is responsive to music, display precocity in development relative to the majority of his chronological age peers. All of these and many others as well can be easily identified if our definition of giftedness is broadened and if we employ a variety of criteria in identification. However, another factor vitally important

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*Appendix B and C, survey item #13a and b; Appendix D, survey item #10a and b.
**Appendix F, pp. 10-12, 31-33, and 51-53.

to identification of children with exceptional talent is that they need to be judged relative to their cultural and community norms rather than against national norm populations. A child who is performing well above the level of his immediate peer group in a particular area of achievement will require special programming if his educational needs are to be met. Educators must also be cognizant of the fact that gifted performance may emerge at various times and in various ways. Thus a child may appear to be unusually talented relative to his classmates in one setting and appear to be quite average when compared to another group.

The use of multiple criteria as against the more restrictive use of standardized intelligence and achievement tests receive considerable support in the literature as the more comprehensive and reliable strategy for identifying gifted children in need of special programs. Many authorities indicate that the use of multiple criteria or techniques are particularly crucial in the identification of children whose racial, ethnic or sociological backgrounds differ from those of "average middle class" America. An adequate strategy for identifying gifted and talented children should include such measures as parental recommendations (particularly for the very young child), teacher evaluation and nomination, judgements by panels of experts, self-nomination, autobiographies, recommendations by community personnel who know the student in different environments, and judicial psychological study as well as the more traditional intelligence and achievement tests. These less traditional measures have the advantage of the tapping of information from many kinds of sources and can be utilized not so much to confirm known talents or skills but to tease out exceptional talent in areas not otherwise discovered. When children are involved in activities designed to elicit or challenge their imagination and ability to engage in divergent thinking, or when they demonstrate novel approaches to problem-solving and express themselves in a variety of situations and through the use of different media, we can directly observe them. Such observation is useful in the case of all children but it is particularly crucial for the identification of children from various sub-cultures. Thus, any state-level policy development should encourage the inclusion of criteria for identification procedures which have the highest likelihood of including all gifted and talented pupils, with special consideration for minorities and other sociological sub-groups.

B: Programming for the Gifted and Talented

Two major alternatives may be studied when considering the educational program needs of the gifted and talented child:

(1) acceleration which refers to modifications in the regular program that enable a student to complete the program in less time or at an earlier age than is usual. Such modifications include early admission to kindergarten through college; combining two years' work into one; skipping a course or grade; taking extra courses or summer sessions to shorten total time in school; earning college credit for high school work; and "placing out" of certain courses by examination which is also referred as credit by examination (Passow, 1958 p. 212); and

(2) provision of programs for the gifted and talented within the structure of a regular class program versus the creation of special classes and special schools which provide opportunities exclusively for the talented.

Regular class programs can be adapted for gifted and talented children by providing non-graded instruction, enrichment through in-depth projects, student contracting either formally or through program design, small group instruction, independent study, peer teaching supported by the regular classroom teacher, and itinerant teachers who travel from class to class to offer enrichment programs. On the other hand, the gifted and talented students can be grouped in special schools, special classes, "tracks," or "streams" according to age, ability or preference. Such grouping excludes students who are not considered gifted and talented. It may involve full-time, part-time or summer placements, advanced placement courses which are taken in high school but carry college credit, honor seminars, or released time for community projects.

1. Acceleration Programs

The present survey investigated the status and importance of seven types of acceleration options:

Acceleration by early school entry,

Acceleration by grade skipping,

Acceleration by advanced placement,

Acceleration by "visiting" higher grade level classes,

Credit by examination,

Acceleration by early high school graduation and early college entry, and

Attendance in college classes before high school graduation.

Concerning the status of these programs, between 8 and 27% of the respondents said all or some of these programs were being offered in their schools, 59 - 83% of them indicated such programs were not being offered, and 6 - 14% said they did not know.* Whether the programs were not being offered, or the principals and teachers were not aware of them, the effect of either would be the same -- reduced service to students.

In the case of younger gifted students, however, the presence and use of acceleration programs may be the result of attitudes toward the programs themselves. Table 7 in Chapter 2** shows the order of preference reported by the responding principals and teachers to these and other methods of programming for the gifted and talented.

Virtually all of the acceleration options received very low indices of importance. In fact, acceleration by early school entry or by grade skipping was perceived to be simply unimportant. It is clear from the data that the acceleration options so frequently referred to in the literature as viable alternatives for young children are neither utilized nor viewed positively by a large majority of the respondents.

The older child fares somewhat better in the matter of the respondents' attitudes toward acceleration. They indicated their preference for the acceleration options in the following order:

(1) Advanced placement in honor seminars etc.,
(2) "Visiting" higher grade level classes in areas of strength,
(3) Attendance in college classes before high school graduation,
(4) Acceleration by early high school graduation and early college entry, and
(5) Credit by examination.

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*Appendix B and C, survey item #14(e), (f), (g), (h), (i), (t), and (u) and Appendix D, survey item #11 (e), (f), (g), (h), (i), (t), and (u).
**pp. 21-22 of this report.

These tend to be the kind of options most often considered for the older, especially the high school student.

While the order of preference shown above holds both for the administrators and the teachers, the indices of importance attached by the teachers to virtually all methods of programming for the gifted and talented, including the acceleration options, were invariably higher than the indices of importance attached to these by the administrators.* The implication is quite clear: the administrators view these options as being less important than do the teachers, and as not very important in the over-all analysis. Such a discrepancy in attitudes is undoubtedly detrimental to the development and implementation of acceleration based programs. Since it is the administrators who are involved in the decision-making and perform the leadership role, their attitudes toward such programs will determine whether or not the programs are developed at all. These attitudes, and whatever theoretical and factual base upon which they are based, need to be explored more thoroughly, especially in the case of the administrative personnel.

How do these results look like in the perspective of the state-of-the-art literature? Getzels and Dillon (1973) offer a concise but good overview:

> "Research findings on acceleration are clearly favorable, and may be illustrated by noting some of the studies most often cited in the literature. Worcester (1956) studied reports of early admissions to elementary schools and found that the early entrants generally did better than the normally placed children throughout school and, contrary to popular belief, were less often referred for personality, emotional or social problems. Justman (1953, 1954) studied 95 matched pairs of secondary-school students with an IQ of 130 or above placed in accelerated or

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*Chapter II, Table 7, pp. 21-22

> normal-progress classes. He found differences favoring the accelerates in mathematics, science and social studies, and no significant differences in reading, computation, creative writing, or in nonacademic factors such as social adjustment, attitudes and interests. Keys (1938) compared the performance of 348 students entering the university at age 16 1/2 or less with a control group entering at age 17 or more. He found a significant superiority for the accelerates in academic achievement as reflected in grade point average, election to Phi Beta Kappa, and scholarships earned. In the 25-year follow-up of their gifted group, Terman and Oden (1947) concluded that the accelerates made a better record than the nonaccelerates in educational achievement, physical health, marital adjustment and vocational success, and suggested that the supposed influence of acceleration in causing social maladjustment had been greatly exaggerated, for such maladjustment as they found was a temporary feeling of inferiority which was later overcome (P. 275).

There are some studies which assume that as the accelerated child progresses through school, his age difference in junior and senior high school places him at a social disadvantage both in the adolescent dating game and in the student's involvement in extra-curricular activities such as athletics and school clubs. Rothman and Levine (1963) argue that parents sometimes push children toward adulthood before they are ready. They fear that this effort to save time eliminates creativity and discovery as methods of learning. The child is deprived of his chance to be a child. They feel the child is forced to fit a mold of achievement which predisposes conformity.

On the other hand, Stanley, Keating and Fox (1974) agree with Terman's conclusions that the influence of school acceleration in causing social maladjustment is not supported by scientific research and is rather a reaction that disregards the consistent research results in this area. Their extensive study of the mathematically precocious students concluded that not only are these students helped intellectually and socially by moderate acceleration but they may be seriously hampered in adjustment and development if they are denied acceleration.

Reynolds' (1962) extensive survey of research came out overwhelmingly in favor of early school admission as the best acceleration program available for mentally advanced children during the elementary years. Gallagher (1960) says:

> It is very difficult to find any study which has reported on balance any negative effects of acceleration when acceleration is done as part of a planned program and is limited to reducing the student's total educational program by one or two years.

And Getzels and Dillon (1973) conclude:

> More evidence is available in favor of acceleration than of enrichment or grouping, yet acceleration is the least practiced device for educating the gifted. As Gold (1965) says, 'No paradox is more striking in the education of the gifted than the inconsistency between research findings on acceleration and the failure of our society to reduce the time spent by superior students in formal education' (p. 328). Apparently the cultural values favoring a standard period of dependency and formal education are stronger than the social or individual need for achievement and independence. This is an instance of the more general case one remarks throughout education: when research findings clash with cultural values, the values are more likely to prevail." (p. 717)

There is a basic issue that needs discussion here: the issue of establishing a criterion of ability level at which the child can be expected to profit from formal instruction in an early admissions program or from advanced instruction in an advanced placement program. Research indicates that only the truly gifted child can profit from such acceleration early in his elementary school career. This particular child is to be differentiated from simply the bright or slightly advanced child and especially from the child whose birth date is merely close to the local school cutoff date for entrance and who may or may not be very advanced in his overall abilities. Terman and Oden (1947) suggest, as a result of their follow-up study, that "nearly all children of 135 I.Q. or higher should be promoted sufficiently early." A very early four year old child who has an I.Q. of 135 would in fact have a mental ability close to a 5 1/2 year old child, certainly preparing him for competitive achievement in almost any kindergarten class. But for a child between the ages of 4 and 5, an intellectual level much lower than 135 would raise some question about his ability to perform in the kindergarten class on a par with his other classmates, let alone on a level high enough to be one of the top students, and thus to establish and maintain an appropriately realistic self-concept.

A variety of research studies concerned with self-concept characteristics of gifted adolescents is typified by Shaw (1961) in his findings that gifted underachievers tend to be more negative in their self-concept and in their general motivational outlook. This appears to be more crucial in the junior high school when the adolescent experience begins. The truly gifted student who generally progresses mentally at the rate of about 1 1/2 years for every chronological year consistently performs in the top percent of virtually any regular class that he is grouped in. However, the high average or bright students, if they are accelerated, might well be hard pressed to perform on an average par with those students who are older.

Thus, there seems little question that early admission is truly for the very gifted child. The above average or bright child is working more appropriately at his own level in a regular classroom and is in a situation which allows him to function at or near the top of his regular class. The opportunity for him to develop a self-concept which incorporates the idea of doing exceptional work would be impossible, were this child to be accelerated by a year.

In many school systems, the acceleration of such a child, who would be an above average or bright child but not truly gifted to the extent of progressing mentally a year and a half for every chronological year, can also have a detrimental effect on the program as a whole. Such a child entering school a year ahead of his chronological age is presented with an expectation from the teacher that he is a "gifted" child who, on the basis of his early admission, is capable of doing exceptional work in the classroom and should perform at the top of the class. Establishing such an expectation level for a child who in fact is only capable of performing on an average level for his advanced placement is guaranteed to produce a disbelieving and cynical teacher whose negative attitude may be evidenced in future contacts with the truly gifted.

Also, expecting this child to work at such a level in the class can situationally establish some frustrating and unhappy experiences, possibly jeopardizing his immediate educational future. The vicious circle established by low achievement, which yields a poor self-concept, which in turn establishes a low self-expectation level in the student, often results in continued poor achievement. This underscores the need to differentiate accurately between the bright student and the truly outstanding student. This can be accomplished by judicious programming and individual attention to each child with a specific goal in the acceleration or early admissions program of identifying only the truly gifted child. The straight-forward communication to teachers and parents that only the truly gifted child is sought helps to simplify identification procedures and to establish and maintain a consistent level of expectation from teacher to teacher and from year to year regarding the capabilities of gifted children.

In the summary, then, if the goal of education is to help each individual child actualize his/her maximum potential, the gifted and talented seem to suffer the most in the existing structure of formal education. This is in part because the administrators do not give due importance to their special talents and they are reluctant to tamper with the traditional structure and duration of educational programs in order to meet the special needs of the gifted and talented. The result usually is drudgery, boredom and frustration for these students. In the study by Terman and Oden (1947),a comparison of the most successful gifted men with the least successful gifted men indicated that success appeared to be most associated with a balanced temperament and freedom from excessive frustration. In view of this finding, the loss to the gifted and talented individuals,and more significantly to the society at large caused by the failure to meet the special needs of these children, appears to be really gross.

Early admission and acceleration options are some of the most positively supported programs for gifted children with several decades of consistent research to back them up. However early admission as a program for acceleration is only for the truly gifted child with intellectual ability criterion established at the 135 I.Q. level and beyond, anticipating an annual intellectual growth of

1 1/3 to 1 1/2 years for each chronological year. Acceleration efforts which focus on advanced placement and college level classes have also demonstrated utility and benefit. In fact, the best evidence suggests that failure to provide such opportunities may result in difficulties and problems for the gifted students. Immediate obstacles to implementation of an acceleration program in nearly every school system are two-fold: the economic and operational feasibility, and the attitudes of the administrators, teachers, and parents towards accepting the identified advantages if appropriate identification criteria are established and adhered to. A partial answer to the economic and operational obstacle lies in a systematic screening and identification program for the gifted children. Such programs are currently working in at least three school systems in Indiana. These programs employ intellectual, academic, perceptual-motor, behavioral, and social evaluation tools. Furthermore, at least 29 high schools in Indiana subscribe to the College Entrance Examination Board's advanced placement program. All of these schools seem to have determined that there are economic advantages to acceleration. The less time a gifted student spends in the educational institutions and the more quickly he enters a career, the more likely and the faster will he be able to benefit the society.

2. The Regular Class versus Special Class Option

The second major alternative in the area of programming for the gifted and talented surrounds the discussion of regular versus special class arrangements. Within a regular classroom, several possibilities exist for specialized instruction. The present survey investigated the options of curriculum enrichment through special in-depth assignments and projects, in-class grouping by ability or interest, peer teaching, the use of itinerant resource teachers,and released time for independent study and free choice activities and projects. Early admission and acceleration through grade skipping, which have been discussed above under acceleration programs, also bring the younger gifted and talented students into the regular class. Among all three groups of respondents, 65% said they used curriculum enrichment through in-depth assignments and projects, 68% indicated they used in-class grouping by ability or interest, and 51% mentioned the use of peer teaching technique.* Much fewer respondents said they used any of the other listed options. It seems the most commonly used options are employed with all children, not just the gifted and talented. The present study did not specifically investigate whether teachers purposely identify the talents of student and then use these instructional arrangements because of the specific talent areas, or they use these options with all students. It should be noted that these techniques, because of their wide use, may be described as arrangements for the gifted and talented by teachers and administrators even when the method of use is inappropriate and does not meet the needs of the talented students. Again, this illustrates the emphasis on a relativistic concept of giftedness as talent or ability related to existing and required resources. Any specific strategy will be much easier for larger schools to implement since the extent and variety of available resources is greater. The smaller schools,with fewer teachers, a more restricted curriculum and a smaller student base to serve, are hampered in this process.

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* Appendix B and C, survey item #14 (a), (j), and (p), and Appendix D, survey item #11 (a), (j) and (p).

Table 7 in Chapter 2* shows the order of preference reported by the responding principals and teachers to these and other methods of programming for the gifted and talented. As evident from the table, the respondents showed a greater preference for curriculum enrichment through in-depth assignments, in-class grouping by ability or interest, and peer teaching than they did for the use of itinerant resource teachers, and released time for independent study and free choice activity. The two latter options have in common the aspect of segregation of the gifted students for full-time or part-time in exclusive groups. Only 6% and 18% of the respondents respectively had indicated that these options were being used. On the other hand, 35% of them said they used part-time special classes for the gifted and 4% mentioned the use of full-time special classes.** Thus, the availability of part-time special arrangements for the gifted is considerably higher than full-time placement in special classes. Surprising, however, was the attitude of the responding principals and teachers. As shown in Table 7,* they attached greater importance to part-time special classes for the gifted students than to all other methods of programming except curriculum enrichment and in-class grouping. Concerning full-time special classes they were almost neutral. One can only speculate about the reasons for such differences in the respondent s'attitudes: the possible fear of developing an elitist group through full-time special educational programs, or the potential effects of such arrangements on the gifted children who would be interacting only with other gifted children, or something else. The reticence to approve full-time special program options may be a child-centered concern or a community-centered one, but the effect of both is diminished program potential.

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* pp. 21-22 of this report.

** Appendix B and C, survey item #14 (b), (c), (q), and (s), and Appendix D, survey item # 11 (b), (c), (q), and (s).

Other program options within the scope of part-time and full-time arrangements were also addressed to in the study, such as the provision of extra-curricular activities, hobby and club plans etc., highly individualized and personal instruction from professionals, hard-core advanced courses, special counseling or instruction outside regular classrooms, special summer programs, mentor or tutorial systems, and special magnet-type schools serving large geographical areas. The use of these program options was indicated respectively by 46%, 16%, 21%, 20%, 18%, 13%, and 2% of the respondents.* Table 7 in Chapter 2** shows the relative importance attached to these program options by the three groups of respondents. It is noteworthy that a larger number of the responding teachers (52%) reported the use of extra-curricular activities, hobby and club plans etc. for enriching the education of the gifted and talented students. If this is true, the primary responsibility for enriched education of these students is transferred to other students or to club-sponsored activities. A review of the qualitative impact of such efforts might illustrate that this only serves the motivated students who are talented and capable and the marginal ones are missed.

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* Appendix B and C, survey item #14 (d), (k), (l), (m), (n), (o), and (r), and Appendix D, survey item #11 (d), (k), (l), (m), (n), (o), and (r).

**pp. 21-22 of this report.

C: Support Factors

1. Essential Factors and Major Difficulties

Both principals and teachers agreed that the most significant obstacles to the development of educational programs for the gifted and talented are:*

Inadequate financial support
Lack of trained personnel
Too many other priorities

They also agreed that the following did not constitute difficulties or obstacles:*

Inadequate legal base
Teacher interest
Administrative and community support

This suggests that while the legal basis for qualitatively differentiated programs for the gifted and talented is seen as adequate and not requiring modification, the extent of resources needed to support the programs is believed to be insufficient and that the resources which are available are subject to too many other priorities. Also, while the teachers and administrators show interest in and support of programs for the gifted, there are not enough trained personnel to work with the programs. This again is the result of prioritizing the allocation of existing resources, both in terms of personnel and finances.

Interestingly, all respondents agreed that the factors which they considered essential for the development of programs for the gifted are:**

Administrative support
Teacher interest
Funding support

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* Table 11 in Chapter 2, p. 27.
**Table 10 in Chapter 2, p. 26.

The first two factors, administrative support and teacher interest, have already been identified as not constituting difficulties or obstacles to the development of programs. In fact there is ample evidence throughout the state that these two factors are present and are contributing to development efforts in the area. Such evidence is:

(1) The number of school corporations applying for federal funding to support program efforts has risen from zero to about 12 programs per application period.

(2) Forty-five local school corporations are participating in ongoing inservice training activities throughout the state.

(3) Several "new" programs for the gifted and talented have been initiated by local schools: three programs through Title IV-C, ESEA, funded through the Indiana State Department of Public Instruction; three through PL93-380 funded through USOE, Office of the Gifted and Talented; and several through local committments of varying degrees.

(4) Planning committees and part- or full-time coordinators for gifted programs have been designated in over twenty school corporations.

Usually programs for the gifted and talented are viewed as special categorical programs. From this perspective, the category of "gifted education" is always measured against other education categories. It may be this "categorical" perspective that leads respondants to agree that the third major hinderance for programs is "too many other priorities." Determining what these other priorities are would help in planning the development of programs for the gifted and talented. So the respondents were asked to rank several current issues as priorities for educational planning. Table 14 in Chapter 2* which summarizes their responses shows that education for the gifted and talented was ranked second only to the development and improvement of the current curriculum.

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* p. 33 of this report. Also relevant to this section are the selected free-hand comments made by the responding principals & teachers which are listed in Appendix G of this report.

At first impression this seems to contradict the finding that "too many other priorities" is a major obstacle to the development of programs. Can there be too many other priorities if gifted education is ranked as the second priority? However, analyzing the first priority indicates that improvement of the overall curriculum is not really a single priority. Rather it is many priorities of the different content areas. Programs for the gifted and talented are ranked second to this, primarily because education of the gifted and talented is viewed as a program within the broader scope of curriculum. Any statewide program effort which attempts to develop gifted and talented education, then, must be constituted as part of a broader overall effort to renovate or revitalize curriculum in general. This conclusion is supported by the respondents' selection of a definition of giftedness which is broader in scope and which more accurately reflects the current curriculum of schools.

2. Size of the School System and Resources

Ninety percent or more of the responding principals and teachers reported that 25% or fewer students which they considered to be gifted and talented were involved in any special programs. In fact 66-67% of the principals and 74% of the teachers reported that none of their gifted and talented were in special programs.*

The schools which reported 51% or more of their known gifted and talented students being involved in special programs tended to be larger schools in more populous communities. For instance, 36% of the non-public school principals, 18% of the public school principals, and 8% of the teachers -- all belonging to schools with 800 or more students -- reported such involvement of their gifted and talented students. For schools with 400 or less students, these percentages of principals and teachers were only 7,3 and 3 respectively. It is worthy of note here that even in the case of larger schools, much fewer teachers than the principals reported that 51% or more of their gifted and talented students were programmed.*

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*Table 3 in Chapter 2, p. 16.

Figure 1 plots the perceptions of the responding principals and teachers concerning the adequacy of the existing programs for the gifted and talented and the extent of importance attached to various elements of the programs. These perceptions were elicited through items 2.3 to 2.11 of the principals' questionnaire and 2.3 to 2.9 of the teachers' questionnaires. The points plotted in the figure are the discrepancy indices of the respondents' perceptions computed for each category of respondents by the size of their schools and communities.**

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* Appendix F, pp. 5, 26 and 48-49

** Appendix F, relevant items. See also the footnotes of page 28 of this report for the explanation of discrepancy indices.

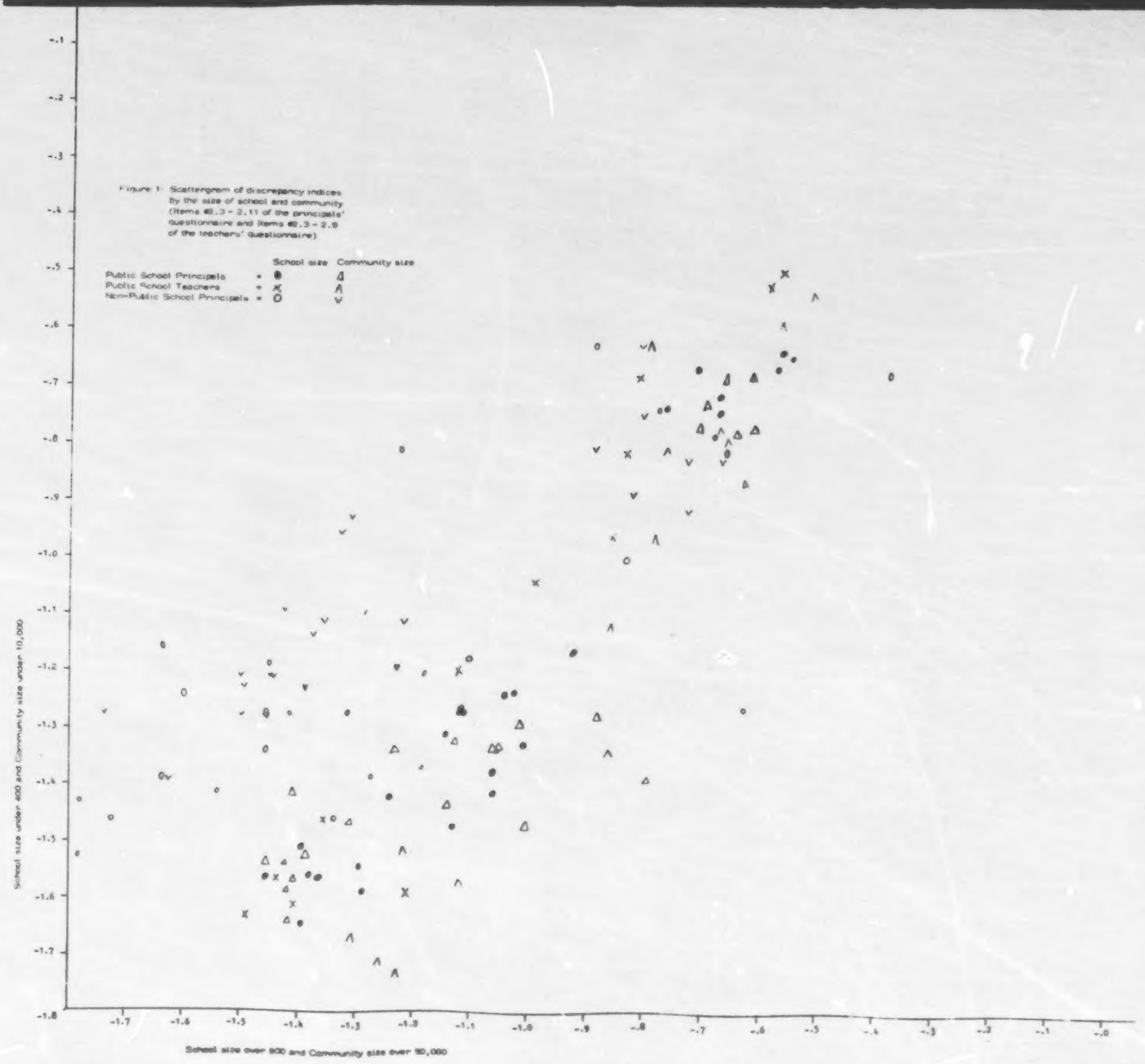

Figure 1: Scattergram of discrepancy indices by the size of school and community (Items #2.3 - 2.11 of the principals' questionnaire and Items #2.3 - 2.9 of the teachers' questionnaire)

As can be seen in the Figure, the regression line favors the large school and the large community. The indices of discrepancy between what exists and what is important to have tend to be lower in the case of larger schools and communities. In fact, a discrepancy of one unit for a large school or community is sometimes matched by a discrepancy of 1.8 units for the small school or community. In other words, the smaller schools report almost twice as much inadequacy in providing suitable programs for the gifted and talented. The larger schools, while still reporting inadequacies, have more resources and a greater variety of resources to draw upon.

Again, this supports the concept of relativity in the provision of services for the identification and programming of the gifted and talented student. A bright, capable, well motivated student who finds himself in a large school located in a large community will be able to more easily locate challenging and intellectually stimulating activities. The large school has a greater variety of resources to draw upon in developing a suitable program and the community, through its breadth and variety, complements the resources of the school. This same student located in a small rural school system would not have these advantages. While the large school might be hard pressed to develop a program for the gifted, the small school might find it simply impossible. These data suggest the presence of an ecological concept of giftedness that recognizes the relative elements of talent and ability interacting with the environment in which the individual finds himself.

3. Relative Importance of Support Factors

(a) School Board and the Community Groups:

The responding principals and teachers indicated that support from the school board was needed in planning and implementing programs for the gifted and talented. The majority of educators felt that a study committee to conduct initial planning was vital for a successful program.

Community support was also considered desirable but was seen to be occurring only infrequently. The most supportive groups mentioned were parents and professional or social service groups. Business and industry were seen as potentially less supportive.*

(b) Inservice Activities:

When the principals were asked to indicate major problems which limited the initiation or expansion of programs for the gifted and talented, they overwhelmingly listed insufficient funding as the most significant problem.

The other three problems were related to teacher training: insufficient personnel, inadequately trained personnel and a general lack of knowledge about "giftedness" on the part of educators.**

These problems indicate that in-service activities should be a major thrust and should be closely tied to planning programs for the gifted and talented.

The key to a good program for gifted and talented is the teacher. Inservice workshops should concentrate on improving teacher skills, awareness, and attitudes toward the gifted and talented.

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* Table 12 in Chapter 2, pp. 28-29.

** Table 11 in Chapter 2, p. 27.

Seventy-four per cent of the teachers, 71% of the public school principals and 67% of the non-public schools principals indicated that it is important to provide in-service training in the theory and practice of education of the gifted and talented. However, 87% of the public school principals and 90% of the non-public school principals stated that they did not have personnel employed specifically to work with the gifted and talented. Similarly 67% and 86% of them respectively stated they had no personnel who could provide leadership in staff development. Therefore, the local schools will be looking elsewhere for such leadership.* The respondents overwhelmingly acknowledged that the Indiana Department of Public Instruction should provide full-time consultative leadership to assist local school districts in planning and programming for the gifted and talented. Additionally, the responding principals felt that money should be spent on in-service training as funds become available, and that, as in-service activities are planned by local districts, planning committees would be seeking to use trained personnel.**

(c) Financial support:

Insufficient financial support was identified as a major limiting factor in the development or expansion of programs for the gifted and talented. Eighty two percent of the public school principals reported that insufficient financial support was limiting their respective schools' ability to provide programs for the gifted and talented. Eighty five percent of the principals surveyed reported that "special funding" was essential to the development of the programs.

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*Appendix B and C, survey items #9, 7a and b, Appendix D, survey item #7

**Appendix B and C, survey items #18f and 12c and d; Appendix D, survey item #17f.

Less than 3% of them reported special funding as not essential. *

Since an insufficient number of adequately trained personnel was reported as a major limitation in initiating and expanding programs for the gifted and talented, funding efforts should primarily focus on teacher training and in-service activities. Other vital facilities, such as transportation assistance for gifted and talented students to participate in special programs, do not exist in 85% of Indiana's schools.

If additional financial resources are made available, the majority of Indiana's public schools are ready and able to develop or expand programs for the gifted and talented. Seventy three percent of Indiana's public school principals reported that given additional resources they would be able to identify the gifted and talented and 60% were ready to implement or expand existing programs. Sixty one percent of the public schools were willing to appoint a task force to study and plan programs for the gifted and talented. The response of the non-public school principals was similar.**

Most principals responding to the survey believe that certain amounts of federal and state funds should be distributed among local districts for the purpose of developing demonstration or experimental programs for the gifted and talented.*** There are several such projects being funded through the Division of Innovative and Exemplary Education of the Indiana Department of

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* Appendix B and C, survey items #16b and 17i.

** Appendix B and C, survey items #12 a, b and d.

*** Appendix B and C, survey item #18c.

Public Instruction. These projects are:

Title III	Project Unlimited Potential: Marion
Title III	Developing and Educating Talent and Abilities: Bloomington
Title IV-C	Acres of Diamonds: Portage
Title III	Model Educational Research Center: LaPorte
USOE/OGT	Advocacy Center for Talent: Bloomington
USOE/OGT	Statewide Program Development: Indianapolis
USOE/OGT	Fellowships in Gifted Education: two at Purdue University, West Lafayette, one at the Department of Public Instruction, Indianapolis
	Materials Resource Center for the Gifted: Bloomington.

In addition to these federally funded programs, major programs are also operated by the following school corporations:*

School City of Gary: KG-12 supplementary and enrichment program

Indianapolis Public Schools: Enrichment classes

Evansville-Vanderburgh Schools: Early admission program

Special Services Unit, Madison: Early admission program

Jeffersonville: Early admission program

School City of Hammond: Elementary resource teachers

Brownsburg: Elementary arts enrichment program

Furthermore, college classes on the education of the gifted and talented and the creative are currently being offered by the following universities:

Ball State University: Dr. Robert Seitz, Department of Special Education
Indiana State University: Dr. Liom Grimley, Department of Special Education
Indiana University - Purdue University at Fort Wayne: Dr. Ann Dirkes, Department of Education
Purdue University: Dr. John Feldhusen, Dept. of Educational Psychology.

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*In addition to these school corporations, names and programs of other schools may be secured by writing to the Division of Curriculum, State Department of Public Instruction, Indianapolis, Indiana.

(d) Consultative & Administrative Personnel:

The role of leadership personnel can hardly be over-emphasized in any endeavor. It is all the more important in the initial stages of planning and development. Since the development of a systematic educational program for the gifted and talented is in its embryonic stage, the kinds of activities the local education agencies will have to engage in include but are not limited to:

(1) Identification of all gifted and talented children and youth

(2) Initiation, expansion or improvement of programs

(3) Development and implementation of an evaluation system for the programs

(4) Working out cooperative programs, if desirable and necessary

(5) Dissemination of information about programs

(6) Participation in and development of in-service programs

(7) Utilization of existing information on model programs.

It is wishful thinking to suppose that the teachers and/or local administrators will be able to perform their functions single-handedly. School districts need assistance in the establishment, development and improvement of programs for the gifted and talented and so there is need for consultative personnel who can devote their entire time to the provision of services such as: lending technical assistance to the designing and development of programs, providing supportive resource materials, dissemination of information on model programs, providing information on other federal, state, and private sources of funding for the gifted and talented, developing and providing guidelines to be used to implement local education agency programs for the gifted and talented, disseminating information to all groups interested in this area, and other services relating to legislation, curriculum development, research, evaluation, and innovation.

The need for consultative personnel is supported by this study. Among the respondents, 71% of the public school principals and 70% of the non-public school principals indicated that consultative leadership from the Indiana Department of Public Instruction is needed to assist local school districts in planning and programming for the gifted and talented, and 73% of the teachers concurred.*

Administrative support is crucial in the initiation and successful functioning of the programs for the gifted and talented. Previous researchers and the present study lend support to this view. The study indicated the importance of in-service training of the administrators. Seventy one percent of the public and 64% of the non-public school principals thought it to be an important factor, but the study uncovered serious absence of such opportunity. Between 79 and 84% of the responding principals indicated that opportunities were not being provided for the in-service training of administrative personnel.**

In view of the importance of administrative role for the success of programs there should be a built-in scheme of in-service education for administrators in the state program of education of the gifted and talented, so that they are kept aware of the developments in the field. Thus, in turn, they will be able to translate those developments in their programs. Even though other pressing needs may claim first priority on their time, the consultative personnel in this area should help facilitate in-service opportunities for the administrators.

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*Appendix B and C, survey item #18f; Appendix D, survey item #17f.

**Appendix B and C, survey item #9b.

CHAPTER 4: HIGHLIGHTS OF THE STUDY AND RECOMMENDATIONS

A: Summary Introduction

Pursuant to the implementation of the Indiana Department of Public Instruction's Plan for Gifted and Talented Education developed in January 1975, a systematic and comprehensive review of the present educational activities, the extent of their effectiveness, available and potential resources, and an assessment of perceived needs of Indiana schools was deemed necessary by the Department.

The purpose of this policy- and decision-oriented study was to focus on the assessment of educational needs of the gifted and talented in the State of Indiana, and to provide a statewide data base that would aid in planning adequate and efficient allocation of resources in order to meet those needs. The investigation of what constitutes "giftedness," and the questions of demography, heredity and psychopathology of superior achievement lay beyond the scope of this study. Its main thrust was to examine what we were doing and what ought to be done in order to meet the educational needs of the gifted and talented children and youth of Indiana defined in a broad multi-dimensional sense of the term.

The research design, sampling, and instrumentation of the study were developed in accordance with the proposal of the study as approved by the Divisions of Innovative Education and Curriculum, ISDPI, in August 1975. The sources of data were all 2,673 principals of both public and non-public schools, and 2,705 randomly selected teachers (5% of the total teacher population of the public schools) in the State of Indiana.

Extensive and in-depth discussions and review of pertinent literature and need assessment studies of other states of the nation went into the development of the two questionnaires. The staff members of the ISDPI, selected professors of universities of the state, and selected teachers and school administrators of Indianapolis, Bloomington, and La Porte, Indiana, were involved in these discussions which led to the construction and validation of the instruments. These instruments contained both structured and non-structured items in the following main areas:

1. The principals' and teachers' perceptions of the philosophy and importance of education of the gifted,
2. The practices and problems of the identification of the gifted and the assessment of their specific needs and interests,
3. The educational programs being offered to the gifted and talented in their schools, and
4. The schools' needs for developing adequate educational programs for the gifted matched with available and potential resources within and beyond the community: more specifically, the needs of additional facilities and personnel, special pre-service and inservice training of teachers and guidance counselors, developing curriculum guides and instructional materials for the gifted children, information needs of policy makers and program managers and the needs of financial support of individual gifted students coming from lower socio-economic strata.

Before the instruments of the study were finalized and printed, they were tried out for validation on 19 school principals and 18 teachers of La Porte, Indiana, in October 1975 and again on the participant teachers and administrators of the Indiana Leadership Conference on the Education of the Gifted and Talented held in Indianapolis on November 18, 1975. Review and discussion of the instruments were also held with members of the Inter-state Policy Committee of the Title V Section 505 Multi-state Project for the Gifted and Talented which includes the states of Indiana, Ohio, Michigan, Illinois, Wisconsin and Minnesota. The experts of the Social Sciences Research and Training Laboratory, University of Notre Dame, Indiana critiqued the instruments and suggested changes.

The printed questionnaires were mailed to the sampled principals and teachers in January 1976. A second follow-up mailing to all those who hadn't yet responded was completed in February and early March. The final returns were 58% from public school principals, 46% from non-public school principals and 47% from the randomly sampled teachers.

The data were computer-analyzed and summarized separately for the public school principals, non-public school principals, and teachers, by their age, participation in gifted education, school size and community size.

The preliminary findings of the study were thoroughly discussed and reviewed in a two-day workshop in May 1976 by experts of 20 target school teams created by ISDPI in 1975 for in-depth needs assessment activities concerning education of the gifted and talented in Indiana.

B: Findings and Recommendations

1. Definition and Identification:

Traditional perspectives have relied on the statistical model of giftedness. The model is the IQ curve, the statistic the upper 2 or 3 percent. More frequently, however, educators from virtually all areas of education have discovered that there are many talents and skills that are not measured by standardized intelligence testing.

The current trend in gifted education is to move away from the relatively narrow and restrictive statistical definition based on the IQ, toward a broader, multiple-criteria model. One nationally recognized definition proposes that the gifted and talented are those children and youth whose talents, abilities, and accomplishments allow them to excel, or those who show the potential to excel, consistently in any human endeavor, and those who require qualitatively differentiated educational programs and/or services in order to realize their contribution to the self and the society. This includes, but is not limited to:

1. The academically gifted, demonstrating general intellectual ability and/or specific academic aptitude
2. The creatively gifted, with imaginative, original, divergent or productive thought
3. The kinesthetically gifted, showing psychomotor talent or skills in the visual or performing arts
4. The psycho-socially gifted, having leadership ability and/or an advanced sense of ethical or moral development.

This perspective on giftedness does not insist on a single statewide criterion such as IQ. Rather, it encourages the selection of individuals on multiple criteria and on the basis of the relationship of the student's ability to the ability of others in the group from which he is selected. This definition also respects the concept of cultural pluralism. Since the full range of human talents and capabilities is represented in all of the ethnic and culturally diverse groups of people and in all socioeconomic levels, it stands to reason that the gifted and talented are also represented in all these groups.

To upgrade educational opportunities for cultural and ethnic minority groups is one task, but to discover and nurture the talent and genius within those minority groups is an even more difficult task. A definition of giftedness, relative to the selection group, stresses "talent retrieval" and limits the education of the gifted and talented only by their capacity to learn, rather than by the failure of inadequate programs to meet their needs.

How are the gifted and talented identified? Many identify themselves to the perceptive adult. The preschooler who already reads, the first or second grader who displays perspective in drawings, the fourth or fifth grader who understands the ethical issues embodied in Watergate; all of these and more can be easily identified if our definition of giftedness is broadened. Panels of experts, peer and self-nomination, autobiographies, judicious psychological study and more are all useful tools in identifying the gifted. They rely on information from many different kinds of sources - not so much to confirm known talents or skills but to tease out exceptional talent in areas otherwise not discovered.

Invariably, schools that involve themselves in programs for the gifted find more and more ways to identify talents and giftedness in a variety of students. Many of these schools report an increased focus on talents, skills and positive characteristics of all students to help balance the heavy remedial and compensatory practices of many school programs.

In order to provide special services to gifted and talented students it is necessary to identify them. Currently, assessment of intelligence and achievement through standardized testing and GPA are the primary identification techniques being used. The numerous other techniques which were rated as good potential identifiers are used only sporadically. These techniques include, but are not limited to recommendation by teachers, administrators, parents and peers, performance in extra-curricular activities, and judgment or evaluation by subject area professionals.

If schools subscribe to the broader definition of giftedness which encompasses the relativistic concept of the background from which the student comes and the general instructional level of the school, then a minimum incidence level of 6% is justifiable. Identification of these students is possible and these researchers recommend that schools should initiate a comprehensive program of identification which supplements standardized intelligence and achievement test data with judgments of ability and talent from several sources. The state-level policy should also encourage such criteria for identification procedures that have the highest likelihood of including all gifted and talented pupils with special consideration for minority or other sociological subgroups.

2. Planning and programs:

Relatively few school districts in Indiana are actively planning programs for gifted and talented students. In fact, many teachers and administrators do not even know if their school boards would presently support the involvement of school personnel in planning and programming activities for gifted and talented students.

The lack of organized and systematic planning has resulted in "hit and miss" programs. Many educators feel the extent of educational neglect for the gifted and talented makes them among the most handicapped of all groups with special educational needs. Quality programs for the gifted and talented do not just happen, they are planned. The lack of comprehensive programs for these students is, in part, a result of a lack of systematic and organized planning both at the state and local level.

These researchers recommend the following:

(1) A state-wide Council on Talent Development should be appointed by the State Superintendent of Public Instruction for the promotion, development and evaluation of the programs for the gifted and talented. The council should be composed of lay and professional persons representing various areas of public and private life. The membership on the council should be limited to 12 or less, and members be appointed for 1, 2 and 4-year terms. The department of public instruction should delegate proper authority to this council and provide funds for its operation.

(2) The department of public instruction should develop policy guidelines for programs for the gifted and talented in all subject-content areas as well as an integrated policy for system-wide programs.

Under the major forms of acceleration, enrichment and grouping, one may identify a variety of specific adaptations, none of which may be without potential problems, and none of which will be desirable or necessary for all gifted and talented children. However, once the many alternatives have been identified and listed, decision makers can weigh the relative merits and disadvantages as they may pertain to the child, the professional staff, financial resources, parental support, and other unique local considerations.

Ideally, the school administrators responsible for serving the needs of gifted and talented pupils would generate and implement a flexible system of alternatives that might include combinations of acceleration, grouping, and enrichment in viewing the developmental life of a gifted child as well as the differentiated structure of the curriculum as he moves from prekindergarten and elementary school through the secondary-level program. Any state-level policy should allow for both the unique needs of pupils as well as the unique local factors of the school and the community. Local administrators should not be encouraged to "buy" any simplistic or single approach to program development, and the state should not force a predigested model on the local systems based upon rationalization and intellectualizing. As many options as possible should be encouraged and be made legitimate as long as they represent genuine adaptations to the needs of the gifted and talented pupils.

(3) Each LEA in the state should establish a planning committee which has as its responsibility the development of a comprehensive plan for the education of the gifted and talented. This plan should make provisions for:

(a) defining the gifted and talented and deciding who is eligible for special educational services,

(b) clarifying the type of program options which will be offered i.e. acceleration, enrichment, special class, resource teachers, magnet-type school, etc.

(c) outlining the scope of the programs, i.e. in which curricular areas and grade levels special provisions will be implemented,

(d) outlining a program of in-service education for special and regular teachers, and

(e) developing guidelines for how community resources will be used.

(4) Ongoing inservice activities should be identified, maximum use made of these programs, and additional teacher and administrator training programs be developed.

3. Support factors:

While the legal basis for qualitatively differientiated programs is seen as adequate and not requiring modification, the extent of resources needed to support the programs is insufficient. Often whatever resources are available are also subject to many other priorities. Thus, while teachers and administrators show interest in and support of programs for the gifted, there are frequently not enough trained personnel or resources to work with programs.

The schools reporting a large percentage of gifted and talented students being involved in special programs tended to be the larger schools. For smaller schools, the responding teachers and principals agreed that few, if any, of their gifted and talented students were in suitable programs. Again, this supports the concept of relativity in the provision of services for the talented student. The large school has a greater variety of resources to draw upon in developing a suitable program and the community, through its breadth and variety, complements the resources of the school.

Sometimes, the importance of special funding is over-rated, and the belief that insufficient financial support is a major deterrent to program support seems to be founded on lack of knowledge or a sort of educator's tendency to spontaneously assume that revisions or additions of programs will require large amounts of additional funding. Indeed, extensive, comprehensive, multi-dimensional approaches to program development can be expensive if these include non-conventional staff additions (teachers of foreign languages for elementary pupils), special equipment (typewriters for the talented

4th graders), or special facilities (science & language laboratories for elementary pupils). But most of these enrichment experiences could be accommodated by more flexibility in administrative policies for pupil assignment at minimal cost. The educational administrators and curriculum leaders at the local level should be educated to the recognition that program development for the gifted and talented need not be postponed just because earmarked funds are not immediately identified at the local level or they are not in sight from state or federal resources. However, in terms of state - level policy, undoubtedly there must be leadership personnel and this admittedly cannot be ignored but should be openly recognized as requiring financial support.

These researchers recommend the following:

(1) Programs for the gifted and talented which are already operating (such as federally funded ESEA Title III, IV-C or 93-380 projects, or locally supported programs of special classes or resource teachers) should be utilized more fully as models and demonstration sites.

(2) Currently existing administrative provisions should be more fully utilized and inter-agency planning meetings be conducted to remove obstacles to their implementation. Such acceleration options as early school entry, early high school graduation, early college entry, etc. should be implemented as well as opportunities for Advanced Placement programs which allow students to earn college credit while still in high school.

(3) Schools should utilize special funds for inservice activities rather than for the purchase of materials, and the department of public instruction should assist in the provision of technical assistance and inservice

training activities.

(4) Schools should approach the education of the gifted and talented from the perspective that our inability to meet the needs of this group of students reflects our inability to adequately meet the needs of individual differences, and thus most teachers and administrators can profit from participation in awareness and training activities in this area.

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Appendix A

STATE of INDIANA

DEPARTMENT OF PUBLIC INSTRUCTION
DR. HAROLD H. NEGLEY, SUPERINTENDENT

INDIANAPOLIS 46204

ROOM 229 - STATE HOUSE
AREA CODE 317-633-6610

December 8, 1975

Dear Educational Administrator:

You will find enclosed a brochure introducing to you the Model Educational Research Center (Project MERC) which is a cooperative program of the ESEA Title III Division of the Indiana State Department of Public Instruction and the LaPorte Community School Corporation. Among other things, the Center conducts statewide surveys of educational needs and programs in different fields.

The Indiana State Department of Public Instruction is presently surveying, through MERC, the need and feasibility of special programs for the gifted and talented. This is in order to implement the fullest utilization of any funds that may be available for this purpose. The survey will also contribute to the development of recommendations to the state legislature for such supplementary state funding as may be required to meet the need.

The MERC staff will soon be contacting you and a few selected members of your professional staff concerning the specifics of the survey. A brief questionnaire will be mailed to collect data concerning your needs and programs of educating the gifted and talented students.

I would like to assure you that all information in this survey will be combined to yield state or regional statistics, and no one school, school system, or a member of the staff will be singled out when the results are finalized.

You are strongly encouraged to cooperate fully with the MERC staff in this survey and your participation is greatly appreciated.

Sincerely,

Harold H. Negley
State Superintendent
of Public Instruction

HHN:mk

Appendix B: Summary of Public School Principals' Responses. N = 2142, Returns = 1241 (58%)

MODEL EDUCATIONAL RESEARCH CENTER
MERC

Indiana State Department of Public Instruction — ESEA Title III

La Porte Community School Corp.
La Porte, Indiana 46350

January 2, 1976

Dear Principal,

The Indiana State Department of Public Instruction is at present surveying, through MERC, the need and feasibility of special programs for the gifted and talented. This is in order to implement the fullest utilization of any funds that may be available for this purpose. The survey will also contribute to the development of recommendations to the state legislature for such supplementary state funding as may be required to meet the need.

We are asking the school principals in Indiana to complete the questionnaire, since it is our belief that they play the major leadership role in any important change that is brought about. The information requested requires a simple answer and we would appreciate your careful and considered response to these items. We assure you of complete confidentiality of your response. We will be glad to send you a summary report of this study if you would indicate this in the section reserved for comments. Page one of the questionnaire appears on the reverse side of this letter.

Please complete this questionnaire yourself and return it to us by January 19, 1976. For your convenience our address and stamp are already affixed to it.

We greatly appreciate you cooperation in this endeavor.

Sincerely,

Dr. M. Wasi Khan, *Project Director*
Dr. M. Iqbal, *Assistant Director*
Ms. Sherry Flodder, *Research Associate*

bjk

MODEL EDUCATIONAL RESEARCH CENTER
MERC

Indiana State Department of Public Instruction
ESEA Title III

La Porte Community School Corp.
La Porte, Indiana 46350

INDIANA STUDY OF THE EDUCATIONAL NEEDS AND PROGRAMS OF THE GIFTED AND TALENTED

Please answer the following questions in terms of ***your own personal opinion, experience and judgement.*** *No reference will be made to you, your school, or your school system in the compilation of these data.*

NOTE: All figures show percent of those who responded to the items, unless otherwise indicated.

DATA CONCERNING THE RESPONDENTS: ***(Please do not write your name on the questionnaire.)***

1. Sex? a. 92 *Male* b. 8 *Female*

2. What was your age on your last birthday?

Under 35	35-50	over 50
15%	57%	27%

3. What is the highest professional degree you hold?
a. 0 *Bachelor's Degree* b. 84 *Master's Degree* c. 12 *Specialist in Education* d. 3 *Doctoral Degree*

4. How many years of full-time teaching did you complete at the a. 6.32 avg. years *elementary level?* b. 4.16 avg. years *secondary level?*

5. How many years of full-time administration have you completed, including the current year? 10.44 avg. years

6. Have you ever participated in a course or courses, a seminar, workshop and/or a conference on the education of the gifted and talented?
a. 40 *Yes* b. 60 *No*

7. In what size community is your school located? ***(circle one letter)***
a. 17 *Urban — Total population 50,000 and over.*
b. 11 *Suburban — Adjacent to the urban population.*
c. 16 *Small City — Total population between 20,000 and 50,000.*
d. 11 *Large Town — Total population between 10,000 and 20,000.*
e. 46 *Rural — Total population less than 10,000.*

8. How would you judge the socio-economic level of your student population?
a. 18 *lower* b. 43 *middle* c. 4 *upper* d. 34 *mixed* e. 1 *not sure*

9. What is the present enrollment of your school?
36 Less than 400
46 Between 400 and 800
18 800 and over.

10. What grades are included in your school?

K-6	1-6	K-8	1-8	K-12
51%	6%	9%	1%	2%
1-12	7-9	7-12	9-12	10-12
0%	6%	8%	13%	4%

96

(CONTINUED ON NEXT PAG

SURVEY ITEMS:

Below are listed some components of the definitions of the gifted and talented as cited in professional literature. ***Please check your opinion by marking (X) against each of the following items.***

1. A gifted and talented child is one who:
   - (a) *has been recognized by professional educational personnel as possessing outstanding talents and abilities.*
   - (b) *has a superior general intellectual potential and ability measured by standardized intelligence tests (IQ).*
   - (c) *demonstrates a superior functional ability or aptitude to achieve and excel in various academic areas.*
   - (d) *consistently shows a high order of outstanding talent in specific areas such as art, music, mechanical ability, kinesthetic, psychomotor and manipulative skills, foreign languages, human relations, social leadership and management, dramatics, creative writing, graphic arts, and visual or performing arts or any other worthwhile and personally or socially valuable line of human achievement.*
   - (e) *has a creative ability to develop a novel event in the environment; demonstrates divergent, imaginative, original or productive thinking.*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(a)	28	62	6	4	1
(b)	14	58	14	12	1
(c)	30	61	5	4	0
(d)	36	52	8	4	0
(e)	33	53	10	4	0

2. (a) Using your own definition of "giftedness" and "talent", approximately what percentage of students in your school could be considered as gifted and talented? *(Please check one.)*

a. 26 *0-1%* *b.* 41 *2-3%* *c.* 21 *4-6%* *d.* 10 *7-10%* *e.* 2 *11-20%*

(b) Approximately what percentage of the students you consider gifted and talented are presently involved in programs for the gifted and talented? *(Please check one.)*

a. 66 *none* *b.* 25 *0-25%* *c.* 3 *26-50%* *d.* 3 *51-75%* *e.* 3 *76-100%*

Please check one box in each section for each item.

3. Does your school system have the following for the education of the gifted and talented:
   - (a) *a specific written policy?*
   - (b) *a definite set of criteria for identifying the gifted and talented?*
   - (c) *official regulations or guidelines for the programs of the gifted and talented?*

4. Does your school board support the activities and involvement of school personnel in planning and programing for the gifted and talented?

5. Did your school or school system create, at any time, a study committee to conduct initial planning for gifted and talented education?

6. Does your school budget (1975-76) have funds allocated for the programs of the gifted and talented to provide specifically for:
   - (a) *personnel such as teachers and counselors hired especially for the gifted and talented?*
   - (b) *consultative services such as pupil personnel services, for the programs of the gifted and talented?*
   - (c) *special programs for the gifted in your school?*
   - (d) *transportation assistance for your gifted and talented students to participate in special programs offered in other schools?*
   - (e) *in-service or special training of your teachers in the area of gifted education?*
   - (f) *evaluation of individual pupil performance for the identification of talent?*
   - (g) *special instructional materials for the gifted and talented?*
   - (h) *evaluation of program effectiveness in case special programs for the gifted are offered in your school?*
   - (i) *any other needs of the programs for the gifted?*

7. Does your school at the present time have:
   - (a) *professional personnel such as teachers, counselors, psychometrists, tutors, aides, etc. employed specifically for working with the gifted and talented?*
   - (b) *any professional support or leadership personnel such as Director of Curriculum etc. to provide leadership and to help you and your teachers with the education of the gifted and talented?*

	SECTION I Exists Now			SECTION II Its Importance As You Perceive			
	Yes	No	I don't know	Very important	Important	Not important	I am not sure
3 (a)	8	89	3	15	52	13	20
3 (b)	15	83	3	22	52	8	18
3 (c)	10	85	5	16	52	10	22
4	44	18	38	29	45	3	24
5	23	58	20	20	50	6	25
6 (a)	15	77	8	13	51	12	25
6 (b)	15	80	5	16	51	9	25
6 (c)	6	88	7	10	45	18	27
6 (d)	10	84	6	18	52	8	22
6 (e)	28	65	7	18	55	5	22
6 (f)	26	65	8	22	53	4	21
6 (g)	10	81	9	16	53	6	25
6 (h)	6	79	15	8	42	9	41
6 (i)	6	79	15	8	42	9	41
7 (a)	10	87	3	13	47	12	27
7 (b)	30	67	3	14	52	8	25

(CONTINUED ON NEXT PAGE—)

		SECTION I Exists Now			SECTION II Its Importance As You Perceive			
		Yes	No	I Don't Know	Very Important	Important	Not Important	I Am Not Sure
8. Does your school or school system provide for developing special curriculums and instructional materials for the education of gifted and talented?		25	70	5	18	55	6	21
9. Does your school or school system provide opportunities for in-service training in the theory and practice of education of the gifted and talented for:								
(a) teachers?	*(a)*	14	82	4	17	54	7	22
(b) administrators?	*(b)*	13	84	4	17	54	6	23
10. In the event you already have or plan to have programs for the gifted and talented, do you receive or expect active cooperation and participation in those programs by the following community groups:								
(a) parent groups?	*(a)*	46	30	23	24	45	6	26
(b) business?	*(b)*	30	39	30	13	46	10	31
(c) industry?	*(c)*	29	40	31	13	45	10	31
(d) professional groups, such as medical doctors, engineers, scientists, artists, etc.?	*(d)*	36	35	29	15	48	7	31
(e) church groups?	*(e)*	24	43	33	10	39	16	31
(f) other social service groups like JC's, Lions, Rotarians, etc.?	*(f)*	31	38	31	12	42	11	34
11. Does your school board support the utilization of community personnel and other resources to adequately meet the educational needs of the gifted and talented?		46	23	31	22	46	3	28
12. If you receive additional resources, funds and personnel, will you and your staff:								
(a) be able to identify additional gifted and talented students for special programs?	*(a)*	73	10	17	27	47	3	23
(b) be ready to implement or expand a program for the gifted and talented?	*(b)*	60	16	24	24	48	4	24
(c) participate in state-sponsored in-service programs of gifted education?	*(c)*	67	9	24	23	46	5	26
(d) appoint a task force or an ad hoc committee to study and plan programs for the gifted and talented?	*(d)*	61	11	27	23	45	5	28
13. Please check in the appropriate columns whether each of the following diagnostic techniques is used in your school for the purpose of identifying the gifted and talented, and how important you consider it:								
(a) Testing of IQ through individual or group intelligence tests.	*(a)*	80	18	2	15	55	9	20
(b) Testing of achievement in specific academic areas through standardized achievement tests.	*(b)*	83	15	2	17	60	4	18
(c) Using G.P.A. of previous grades.	*(c)*	47	45	8	10	47	17	27
(d) Selecting students by rank order, such as top 5% or 10%.	*(d)*	31	64	7	6	39	27	30
(e) Standardized tests of creativity.	*(e)*	10	81	8	9	44	13	35
(f) Standardized tests of personality.	*(f)*	11	81	8	6	39	20	36
(g) Special aptitude testing for talents.	*(g)*	20	73	7	12	49	9	30
(h) Judgement and evaluation by specific professionals.	*(h)*	38	55	7	15	47	9	28
(i) Student-authored essays, or other products.	*(i)*	23	69	8	8	43	16	33
(j) Personal interest inventories.	*(j)*	27	66	7	10	48	11	31
(k) Informal review of students' interests and extra-curricular activities.	*(k)*	42	52	6	10	54	9	27
(l) Review of anecdotal records.	*(l)*	37	57	5	9	46	16	29
(m) Observation by an outside resource person.	*(m)*	17	76	7	7	40	18	35
(n) Nomination or recommendation by teachers, administrators, other school personnel, parents or peers.	*(n)*	46	49	5	16	51	7	26
(o) Student self-nomination or volunteering.	*(o)*	17	74	9	8	38	20	35

(CONTINUED ON NEXT PAGE—)

14. Please check in the appropriate columns whether each of the following programs for the gifted and talented is offered in your school, and how important you consider it:

		SECTION I Exists Now			SECTION II Its Importance As You Perceive			
		Yes	No	I Don't Know	Very Important	Important	Not Important	I Am Not Sure
(a)	*In-class grouping by ability and/or interests.*	70	29	2	25	51	8	16
(b)	*Special classes: grouping of gifted students for certain portions of time.*	35	63	2	18	50	9	23
(c)	*Full-time special classes for the gifted in all areas.*	3	95	2	7	28	32	33
(d)	*Special magnet-type school serving the gifted and talented of many geographical areas.*	3	93	4	6	28	29	38
(e)	*Acceleration by early school entry.*	9	88	3	3	20	44	33
(f)	*Acceleration by grade skipping.*	14	82	3	2	19	44	34
(g)	*Acceleration by advanced placement such as in honor classes, honor seminars, AP classes, etc.*	16	81	3	8	39	20	34
(h)	*Acceleration by "Visiting" higher grade level classes in areas of strength.*	18	79	3	7	38	20	35
(i)	*Credit by examination.*	5	90	5	4	30	26	40
(j)	*Curriculum enrichment within regular classes: special in-depth assignments and projects.*	67	30	3	29	50	3	18
(k)	*Hard core, advanced courses designed to stimulate the gifted students.*	18	78	4	12	43	13	32
(l)	*Provision of extra-curricular activities, hobby and club plans, etc.*	45	53	2	19	51	7	23
(m)	*Highly individualized and personal instruction, possibly from professionals in the student's area of ability and interest.*	17	79	4	17	47	8	28
(n)	*Special counseling or instruction outside regular classrooms.*	20	77	3	13	51	9	28
(o)	*Mentor or tutorial system or internship and apprenticeship programs.*	11	86	3	8	40	15	38
(p)	*Peer teaching: students teaching other students.*	53	45	3	14	52	8	26
(q)	*Released time: reduction in classtime for independent study and free choice activity involved in community projects.*	18	78	3	11	43	13	33
(r)	*Special summer programs.*	17	80	3	10	43	15	33
(s)	*Itinerant resource teacher plan: specialist teachers serving many schools, helping teachers better understand and meet the needs of gifted, and combining direct teaching of the gifted and in-service education of regular teachers.*	8	90	3	11	42	13	35
(t)	*Acceleration by early high school graduation and early college entry. (This item for high school only.)*	25	65	10	8	33	17	42
(u)	*Attendance in college classes before high school graduation. (This item for high school only.)*	28	62	10	10	36	14	40

15. Please check in the appropriate columns, the program areas which receive instructional emphasis for the gifted and talented in your school:

		SECTION I Exists Now			SECTION II Its Importance As You Perceive			
		Yes	No	I Don't Know	Very Important	Important	Not Important	I Am Not Sure
(a)	*Language arts.*	53	44	3	26	48	3	23
(b)	*Foreign languages.*	17	79	3	11	42	14	33
(c)	*Science.*	34	63	4	18	52	5	26
(d)	*Mathematics.*	50	47	3	22	52	2	23
(e)	*Social Studies.*	21	75	4	13	51	7	28
(f)	*Art, Music or talent areas.*	35	61	4	17	51	5	27
(g)	*Physical and motor skills.*	19	77	4	13	48	7	31
(h)	*Leadership training and social skills.*	11	85	4	14	48	6	32
(i)	*Vocational and mechanical skills. (This item for secondary level.)*	16	76	9	10	40	8	42

(CONTINUED ON NEXT PAGE—)

16. To what degree is each of the following a major difficulty or limitation in initiating or expanding programs for the gifted and talented in your school? (Please check your opinion about **each one**, in the appropriate column.)

		A Great Deal	Some	Little	None	I Am Not Sure
(a)	*Inadequate legal base.*	7	18	20	26	29
(b)	*Insufficient financial support.*	57	25	9	4	5
(c)	*Lack of knowledge about "giftedness".*	19	50	20	8	3
(d)	*Insufficient personnel.*	48	34	10	5	4
(e)	*Inadequately trained personnel.*	34	40	14	7	4
(f)	*Lack of support from the teaching staff.*	5	26	33	28	8
(g)	*Limited physical space and facilities.*	33	32	18	14	2
(h)	*Inadequate development of curricula and instructional materials.*	27	46	17	7	3
(i)	*Inadequate referral and diagnostic techniques.*	22	40	25	11	3
(j)	*Lack of parent or community interest and support.*	10	32	32	18	8
(k)	*Inadequate consultative assistance.*	21	39	24	11	5
(l)	*Too many other pressing priorities.*	39	37	13	7	4
(m)	*Other difficulties or limitations. (Please specify.)*	15	23	12	22	27

17. How essential is each of the following factors in providing programs for the gifted and talented? (Please check your opinion about **each one** in the appropriate column.)

		Very Essential	Essential	Somewhat Essential	Not Essential At All	I Am Not Sure
(a)	*A sufficient number of gifted and talented students to warrant such programs.*	34	39	17	8	2
(b)	*Community interest.*	25	48	21	4	2
(c)	*Teacher interest.*	49	41	7	2	1
(d)	*Specially qualified teachers.*	40	38	18	3	2
(e)	*Awareness of possible programs.*	34	50	13	1	2
(f)	*Adequate identification [illegible]cedures in use.*	37	47	13	1	2
(g)	*In-Service tr[illegible]sonnel to operate programs.*	43	45	10	1	2
(h)	*Administrative support.*	65	30	3	1	1
(i)	*Special funding.*	57	29	10	1	2
(j)	*Additional physical facilities.*	31	30	24	12	3
(k)	*Other. (Please specify.)*	13	12	6	12	57

18. To what extent do you agree or disagree with each of the following statements? (Please check the appropriate column.)

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(a)	*"Identification of the gifted and talented is hampered not only by costs of appropriate testing, but also by apathy and even hostility among teachers, administrators, counselors and psychologists."*	7	25	18	42	7
(b)	*Inadequate and inequitable funding for programs of the gifted encourages the employment of less than competent personnel, improper grouping, disproportionate pupil-teacher ratios and inadequate identification, programming and evaluation services.*	11	37	25	24	3
(c)	*Federal and state funds should be distributed among local districts for the purposes of developing demonstation or experimental programs for the gifted and talented.*	24	44	22	7	4
(d)	*Indiana should have state legislation for organizing, funding, regulating and monitoring programs for the gifted and talented*	23	38	24	11	4
(e)	*A state-wide Council on Talent Development should be created and be composed of lay and professional persons from all areas of public and private life, for the promotion, development and evaluation of the program for the gifted and talented.*	13	36	33	13	5
(f)	*The Indiana State Department of Public Instruction should provide full-time consultative leadership to assist local school districts in planning and programming for the gifted and talented.*	20	51	20	7	2
(g)	*State Board of Education should approve the gifted and talented as an endorsement area for a teaching certificate and should name the area of the gifted as a critical field of education for which special teacher preparation is necessary.*	15	36	30	14	4
(h)	*Indiana should establish a state system of scholarships for advanced training of teachers of the gifted and talented.*	15	33	32	17	4
(i)	*The Indiana State Department of Public Instruction, state colleges and universities and local education agencies should cooperatively take steps to develop well-coordinated and articulated programs of teacher training and retraining in order to alleviate the present severe shortage of professional personnel, competent to diagnose, direct, experiment, evaluate and program for the gifted and talented.*	19	51	21	7	2

(CONTINUED ON NEXT PAGE—)

19. Which one of the following statements best expresses the way you feel about education of the gifted and talented?

3 a. *Gifted and talented are already privileged by virtue of their talents and their increased opportunities.*
4 b. *Any special educational provisions for them is an expensive "frill"; the gifted and talented can achieve their potential adequately within the regular classroom.*
16 c. *It would be nice to have programs for the gifted and talented, but they will succeed above all other students.*
28 d. *Some special opportunities are necessary, since the gifted and talented cannot excel without assistance.*
32 e. *The extent of educational neglect for the gifted and talented makes them among the most handicapped of all groups with special education needs. The individual and social cost of this neglect is enormous.*
17 f. *None of the above.*

20. Which one of the following statements best describes the status of the needs of the gifted and talented in your school at present? *(Please check one.)*

5 a. *We are accommodating the needs of the gifted and talented very well, although there is always room for improvement.*
19 b. *We are accommodating the needs of the gifted and talented fairly adequately.*
27 c. *We are accommodating the needs of the gifted and talented only sporadically.*
47 d. *The needs of the gifted and talented are not really being accommodated much at all, although some teachers may be making an individual effort.*
2 e. *None of the above.*

21. Approximately how much ***additional*** money do you think you will need per each gifted and talented student in order to provide special professional personnel, curriculum and instructional materials, consultative and evaluative services and other program needs. *(Please check one.)*

59 a. *I am not sure.*
5 b. *$200.00 or less.*
14 c. *between $200.00 and $500.00.*
12 d. *between $500.00 and $1,000.00.*
10 e. *over $1,000.00.*

22. If your school corporation announces that it is initiating programs for the gifted and talented, you would:

40 a. *be an active and avid supporter of the programs.*
41 b. *actively seek to be a participant in the programs.*
12 c. *participate in the programs, but only if requested to.*
2 d. *not participate in the programs, but would not oppose the programs.*
1 e. *actively oppose the programs.*
4 f. *none of the above.*

23. If additional funds become available, please rank the following needs in order of priority the way you would like to utilize those funds. *(Rank 1 being the highest and rank 8 the lowest.)* (Mean-weights and ranks)

3- 3.84 a. *Need for upgrading skills of academic staff.*
8- 5.05 b. *Need for preschool education programs.*
1- 2.58 c. *Need for the development, improvement, evaluation or expansion of the current curriculum.*
6- 4.18 d. *Need for programs for potential dropouts.*
4- 3.97 e. *Need for programs to deal with the socially disadvantaged.*
2- 3.34 f. *Need for programs for the gifted and talented.*
5- 3.98 g. *Need for vocational education programs.*
7- 4.22 h. *Need for additional pupil personnel services.*

24. We welcome any comments or suggestions you may have concerning education of the gifted and talented. **Thank you for your participation!**

Please be sure that all pages have been completed. We greatly appreciate your cooperation.

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To

MODEL EDUCATIONAL RESEARCH CENTER
% Kesling Jr. High School
306 E. 18th Street
LaPorte, Indiana 46350

STAPLE HERE

12-75 Nº 4583

# Appendix C: Summary of Non-Public School Principals' Responses
N= 494, Returns =229 (46.4%)

MODEL EDUCATIONAL RESEARCH CENTER
MERC

Indiana State Department of Public Instruction
ESEA Title III

La Porte Community School Corp.
La Porte, Indiana 46350

January 2, 1976

Dear Principal,

The Indiana State Department of Public Instruction is at present surveying, through MERC, the need and feasibility of special programs for the gifted and talented. This is in order to implement the fullest utilization of any funds that may be available for this purpose. The survey will also contribute to the development of recommendations to the state legislature for such supplementary state funding as may be required to meet the need.

We are asking the school principals in Indiana to complete the questionnaire, since it is our belief that they play the major leadership role in any important change that is brought about. The information requested requires a simple answer and we would appreciate your careful and considered response to these items. We assure you of complete confidentiality of your response. We will be glad to send you a summary report of this study if you would indicate this in the section reserved for comments. Page one of the questionnaire appears on the reverse side of this letter.

Please complete this questionnaire yourself and return it to us by January 19, 1976. For your convenience our address and stamp are already affixed to it.

We greatly appreciate you cooperation in this endeavor.

Sincerely,

Dr. M. Wasi Khan, *Project Director*
Dr. M. Iqbal, *Assistant Director*
Ms. Sherry Flodder, *Research Associate*

bjk

MODEL EDUCATIONAL RESEARCH CENTER
MERC

Indiana State Department of Public Instruction **ESEA Title III**

La Porte Community School Corp.
La Porte, Indiana 46350

INDIANA STUDY OF THE EDUCATIONAL NEEDS AND PROGRAMS OF THE GIFTED AND TALENTED

*Please answer the following questions in terms of **your own personal opinion, experience and judgement.** No reference will be made to you, your school, or your school system in the compilation of these data.*

NOTE: All figures show percent of those who responded to the items, unless otherwise indicated.

DATA CONCERNING THE RESPONDENTS: ***(Please do not write your name on the questionnaire.)***

1. Sex? a. 37 *Male* b. 63 *Female*

2. What was your age on your last birthday?

Under 35	35-50	over 50
23%	47%	30%

3. What is the highest professional degree you hold?
   a. 21 *Bachelor's Degree* b. 73 *Master's Degree* c. 5 *Specialist in Education* d. 1 *Doctoral Degree*

4. How many years of full-time teaching did you complete at the a. 14.83 Avg. years *elementary level?* b. 2.42 avg. years *secondary level?*

5. How many years of full-time administration have you completed, including the current year? 6.89 avg. years

6. Have you ever participated in a course or courses, a seminar, workshop and/or a conference on the education of the gifted and talented?
   a. 35 *Yes* b. 65 *No*

7. In what size community is your school located? ***(circle one letter)***
   a. 32 *Urban — Total population 50,000 and over.*
   b. 14 *Suburban — Adjacent to the urban population.*
   c. 22 *Small City — Total population between 20,000 and 50,000.*
   d. 12 *Large Town — Total population between 10,000 and 20,000.*
   e. 20 *Rural — Total population less than 10,000.*

8. How would you judge the socio-economic level of your student population?
   a. 8 *lower* b. 50 *middle* c. 9 *upper* d. 32 *mixed* e. 1 *not sure*

9. What is the present enrollment of your school?
   85 Less than 400
   10 Between 400 and 800
   5 800 and over.

10. What grades are included in your school?

K-6	1-6	K-8	1-8	K-12
6%	10%	21%	46%	3%
1-12	7-9	7-12	9-12	10-12
2%	0%	1%	11%	0%

(CONTINUED ON NEXT PAGE-

SURVEY ITEMS:

Below are listed some components of the definitions of the gifted and talented as cited in professional literature. ***Please check your opinion by marking (X) against each of the following items.***

1. A gifted and talented child is one who:

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(a) has been recognized by professional educational personnel as possessing outstanding talents and abilities.	*(a)*	26	56	8	10	0
(b) has a superior general intellectual potential and ability measured by standardized intelligence tests (IQ).	*(b)*	13	57	16	13	1
(c) demonstrates a superior functional ability or aptitude to achieve and excel in various academic areas.	*(c)*	34	55	7	5	0
(d) consistently shows a high order of outstanding talent in specific areas such as art, music, mechanical ability, kinesthetic, psychomotor and manipulative skills, foreign languages, human relations, social leadership and management, dramatics, creative writing, graphic arts, and visual or performing arts or any other worthwhile and personally or socially valuable line of human achievement.	*(d)*	35	46	10	8	1
(e) has a creative ability to develop a novel event in the environment; demonstrates divergent, imaginative, original or productive thinking.	*(e)*	35	47	13	5	0

2. (a) Using your own definition of "giftedness" and "talent", approximately what percentage of students in your school could be considered as gifted and talented? *(Please check one.)*

a. 25 *0-1%* *b.* 30 *2-3%* *c.* 22 *4-6%* *d.* 14 *7-10%* *e.* 9 *11-20%*

(b) Approximately what percentage of the students you consider gifted and talented are presently involved in programs for the gifted and talented? *(Please check one.)*

a. 67 *none* *b.* 23 *0-25%* *c.* 1 *26-50%* *d.* 5 *51-75%* *e.* 4 *76-100%*

Please check one box in each section for each item.

		SECTION I Exists Now			SECTION II Its Importance As You Perceive			
		Yes	No	I don't know	Very important	Important	Not important	I am not sure
3. Does your school system have the following for the education of the gifted and talented:								
(a) a specific written policy?	*(a)*	5	92	3	15	42	15	27
(b) a definite set of criteria for identifying the gifted and talented?	*(b)*	12	84	4	20	44	11	25
(c) official regulations or guidelines for the programs of the gifted and talented?	*(c)*	8	87	5	14	45	15	26
4. Does your school board support the activities and involvement of school personnel in planning and programing for the gifted and talented?		47	27	26	25	41	6	29
5. Did your school or school system create, at any time, a study committee to conduct initial planning for gifted and talented education?		11	71	18	13	44	8	35
6. Does your school budget (1975-76) have funds allocated for the programs of the gifted and talented to provide specifically for:								
(a) personnel such as teachers and counselors hired especially for the gifted and talented?	*(a)*	6	92	2	10	44	13	33
(b) consultative services such as pupil personnel services, for the programs of the gifted and talented?	*(b)*	17	82	1	19	42	8	31
(c) special programs for the gifted in your school?	*(c)*	4	94	2	7	39	19	35
(d) transportation assistance for your gifted and talented students to participate in special programs offered in other schools?	*(d)*	7	92	1	13	50	7	30
(e) in-service or special training of your teachers in the area of gifted education?	*(e)*	27	70	4	18	44	8	30
(f) evaluation of individual pupil performance for the identification of talent?	*(f)*	29	70	1	22	43	5	30
(g) special instructional materials for the gifted and talented?	*(g)*	8	90	2	12	48	9	31
(h) evaluation of program effectiveness in case special programs for the gifted are offered in your school?	*(h)*	7	85	8	4	40	9	47
(i) any other needs of the programs for the gifted?	*(i)*	7	85	8	4	40	9	47
7. Does your school at the present time have:								
(a) professional personnel such as teachers, counselors, psychometrists, tutors, aides, etc. employed specifically for working with the gifted and talented?	*(a)*	8	90	2	11	43	13	33
(b) any professional support or leadership personnel such as Director of Curriculum etc. to provide leadership and to help you and your teachers with the education of the gifted and talented?	*(b)*	11	86	3	12	44	11	34

(CONTINUED ON NEXT PAGE—)

		SECTION I Exists Now			SECTION II Its Importance As You Perceive			
		Yes	No	I Don't Know	Very Important	Important	Not Important	I Am Not Sure
8. Does your school or school system provide for developing special curriculums and instructional materials for the education of gifted and talented?		25	70	6	14	53	5	28
9. Does your school or school system provide opportunities for in-service training in the theory and practice of education of the gifted and talented for:								
(a) teachers?	*(a)*	15	77	8	15	52	4	30
(b) administrators?	*(b)*	13	79	8	14	50	6	31
10. In the event you already have or plan to have programs for the gifted and talented, do you receive or expect active cooperation and participation in those programs by the following community groups:								
(a) parent groups?	*(a)*	51	33	16	23	39	6	32
(b) business?	*(b)*	21	49	30	9	44	10	37
(c) industry?	*(c)*	19	51	29	9	43	10	38
(d) professional groups, such as medical doctors, engineers, scientists, artists, etc.?	*(d)*	29	43	28	14	43	8	35
(e) church groups?	*(e)*	42	39	19	15	46	7	33
(f) other social service groups like JC's, Lions, Rotarians, etc.?	*(f)*	23	48	29	8	42	12	38
11. Does your school board support the utilization of community personnel and other resources to adequately meet the educational needs of the gifted and talented?		45	31	23	20	41	6	33
12. If you receive additional resources, funds and personnel, will you and your staff:								
(a) be able to identify additional gifted and talented students for special programs?	*(a)*	68	13	19	24	44	4	27
(b) be ready to implement or expand a program for the gifted and talented?	*(b)*	59	20	21	22	45	3	29
(c) participate in state-sponsored in-service programs of gifted education?	*(c)*	65	17	19	22	40	5	33
(d) appoint a task force or an ad hoc committee to study and plan programs for the gifted and talented?	*(d)*	54	19	26	20	42	5	32
13. Please check in the appropriate columns whether each of the following diagnostic techniques is used in your school for the purpose of identifying the gifted and talented, and how important you consider it:								
(a) Testing of IQ through individual or group intelligence tests.	*(a)*	75	24	2	12	49	14	25
(b) Testing of achievement in specific academic areas through standardized achievement tests.	*(b)*	89	10	2	19	54	5	22
(c) Using G.P.A. of previous grades.	*(c)*	50	41	5	9	41	18	31
(d) Selecting students by rank order, such as top 5% or 10%.	*(d)*	31	63	7	6	31	29	34
(e) Standardized tests of creativity.	*(e)*	10	86	5	8	46	12	34
(f) Standardized tests of personality.	*(f)*	11	84	5	6	40	15	39
(g) Special aptitude testing for talents.	*(g)*	17	78	5	12	47	8	33
(h) Judgement and evaluation by specific professionals.	*(h)*	29	65	6	10	48	11	31
(i) Student-authored essays, or other products.	*(i)*	43	52	6	13	44	9	34
(j) Personal interest inventories.	*(j)*	31	65	4	12	46	8	34
(k) Informal review of students' interests and extra-curricular activities.	*(k)*	52	41	7	12	54	7	27
(l) Review of anecdotal records.	*(l)*	35	58	8	5	46	16	32
(m) Observation by an outside resource person.	*(m)*	16	77	7	5	42	14	39
(n) Nomination or recommendation by teachers, administrators, other school personnel, parents or peers.	*(n)*	42	52	6	11	47	10	32
(o) Student self-nomination or volunteering.	*(o)*	26	67	8	8	40	10	42

(CONTINUED ON NEXT PAG

		SECTION I Exists Now			SECTION II Its Importance As You Perceive			
		Yes	No	I Don't Know	Very Important	Important	Not Important	I Am Not Sure
14. Please check in the appropriate columns whether each of the following programs for the gifted and talented is offered in your school, and how important you consider it:								
(a) In-class grouping by ability and/or interests.	*(a)*	71	27	2	30	43	5	22
(b) Special classes: grouping of gifted students for certain portions of time.	*(b)*	35	61	3	21	42	5	28
(c) Full-time special classes for the gifted in all areas.	*(c)*	3	94	3	6	25	27	42
(d) Special magnet-type school serving the gifted and talented of many geographical areas.	*(d)*	1	94	5	5	19	29	47
(e) Acceleration by early school entry.	*(e)*	16	79	5	3	17	39	40
(f) Acceleration by grade skipping.	*(f)*	13	83	4	2	14	40	43
(g) Acceleration by advanced placement such as in honor classes, honor seminars, AP classes, etc.	*(g)*	17	80	3	5	43	16	36
(h) Acceleration by "Visiting" higher grade level classes in areas of strength.	*(h)*	15	82	2	5	37	16	42
(i) Credit by examination.	*(i)*	10	87	3	5	30	21	44
(j) Curriculum enrichment within regular classes: special in-depth assignments and projects.	*(j)*	66	31	4	27	46	3	24
(k) Hard core, advanced courses designed to stimulate the gifted students.	*(k)*	21	75	4	15	43	7	34
(l) Provision of extra-curicular activities, hobby and club plans, etc.	*(l)*	41	56	3	19	43	6	32
(m) Highly individualized and personal instruction, possibly from professionals in the student's area of ability and interest.	*(m)*	18	76	6	14	43	8	34
(n) Special counseling or instruction outside regular classrooms.	*(n)*	20	76	4	8	48	10	35
(o) Mentor or tutorial system or internship and apprenticeship programs.	*(o)*	11	79	5	5	35	15	39
(p) Peer teaching: students teaching other students.	*(p)*	56	38	6	12	46	9	33
(q) Released time: reduction in classtime for independent study and free choice activity involved in community projects.	*(q)*	15	79	6	8	43	11	38
(r) Special summer programs.	*(r)*	17	77	6	10	39	14	38
(s) Itinerant resource teacher plan: specialist teachers serving many schools, helping teachers better understand and meet the needs of gifted, and combining direct teaching of the gifted and in-service education of regular teachers.	*(s)*	3	90	7	14	37	11	38
(t) Acceleration by early high school graduation and early college entry. (This item for high school only.)	*(t)*	17	70	13	3	26	21	51
(u) Attendance in college classes before high school graduation. (This item for high school only.)	*(u)*	20	67	13	6	26	18	51
15. Please check in the appropriate columns, the program areas which receive instructional emphasis for the gifted and talented in your school:								
(a) Language arts.	*(a)*	60	36	4	30	41	2	27
(b) Foreign languages.	*(b)*	20	74	6	11	44	8	37
(c) Science.	*(c)*	45	50	5	19	49	3	29
(d) Mathematics.	*(d)*	58	38	4	24	46	2	28
(e) Social Studies.	*(e)*	30	65	5	15	46	6	32
(f) Art, Music or talent areas.	*(f)*	37	56	7	23	43	4	31
(g) Physical and motor skills.	*(g)*	19	76	5	16	46	5	33
(h) Leadership training and social skills.	*(h)*	20	75	5	19	44	4	33
(i) Vocational and mechanical skills. (This item for secondary level.)	*(i)*	8	79	13	5	31	14	51

(CONTINUED ON NEXT PAGE—)

16. To what degree is each of the following a major difficulty or limitation in initiating or expanding programs for the gifted and talented in your school? (Please check your opinion about **each one**, in the appropriate column.)

		A Great Deal	Some	Little	None	I Am Not Sure
(a)	*Inadequate legal base.*	11	12	13	33	32
(b)	*Insufficient financial support.*	71	16	3	6	4
(c)	*Lack of knowledge about "giftedness".*	16	58	17	5	4
(d)	*Insufficient personnel.*	58	27	8	5	1
(e)	*Inadequately trained personnel.*	37	34	17	7	5
(f)	*Lack of support from the teaching staff.*	8	15	28	45	8
(g)	*Limited physical space and facilities.*	40	28	16	12	4
(h)	*Inadequate development of curricula and instructional materials.*	28	43	16	8	5
(i)	*Inadequate referral and diagnostic techniques.*	26	44	17	8	6
(j)	*Lack of parent or community interest and support.*	10	28	22	29	11
(k)	*Inadequate consultative assistance.*	30	37	21	10	4
(l)	*Too many other pressing priorities.*	44	32	12	8	4
(m)	*Other difficulties or limitations. (Please specify.)*	19	22	11	19	28

17. How essential is each of the following factors in providing programs for the gifted and talented? (Please check your opinion about **each one** in the appropriate column.)

		Very Essential	Essential	Somewhat Essential	Not Essential At All	I Am Not Sure
(a)	*A sufficient number of gifted and talented students to warrant such programs.*	37	26	21	13	4
(b)	*Community interest.*	24	37	27	9	3
(c)	*Teacher interest.*	58	30	6	3	2
(d)	*Specially qualified teachers.*	44	31	20	3	3
(e)	*Awareness of possible programs.*	33	51	11	2	2
(f)	*Adequate identification procedures in use.*	29	45	17	3	5
(g)	*In-Service training of personnel to operate programs.*	46	39	12	2	1
(h)	*Administrative support.*	65	29	2	3	1
(i)	*Special funding.*	61	23	11	3	2
(j)	*Additional physical facilities.*	34	30	22	9	5
(k)	*Other. (Please specify.)*	19	6	3	23	48

18. To what extent do you agree or disagree with each of the following statements? (Please check the appropriate column.)

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(a)	*"Identification of the gifted and talented is hampered not only by costs of appropriate testing, but also by apathy and even hostility among teachers, administrators, counselors and psychologists."*	8	29	25	31	8
(b)	*Inadequate and inequitable funding for programs of the gifted encourages the employment of less than competent personnel, improper grouping, disproportionate pupil-teacher ratios and inadequate identification, programming and evaluation services.*	15	38	25	21	2
(c)	*Federal and state funds should be distributed among local districts for the purposes of developing demonstration or experimental programs for the gifted and talented.*	31	46	16	5	2
(d)	*Indiana should have state legislation for organizing, funding, regulating and monitoring programs for the gifted and talented*	24	45	22	5	4
(e)	*A state-wide Council on Talent Development should be created and be composed of lay and professional persons from all areas of public and private life, for the promotion, development and evaluation of the program for the gifted and talented.*	18	47	26	7	1
(f)	*The Indiana State Department of Public Instruction should provide full-time consultative leadership to assist local school districts in planning and programming for the gifted and talented.*	21	49	21	9	1
(g)	*State Board of Education should approve the gifted and talented as an endorsement area for a teaching certificate and should name the area of the gifted as a critical field of education for which special teacher preparation is necessary.*	17	40	28	11	5
(h)	*Indiana should establish a state system of scholarships for advanced training of teachers of the gifted and talented.*	21	40	26	11	2
(i)	*The Indiana State Department of Public Instruction, state colleges and universities and local education agencies should cooperatively take steps to develop well-coordinated and articulated programs of teacher training and retraining in order to alleviate the present severe shortage of professional personnel, competent to diagnose, direct, experiment, evaluate and program for the gifted and talented.*	27	46	20	5	2

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19. Which one of the following statements best expresses the way you feel about education of the gifted and talented?

4 a. *Gifted and talented are already privileged by virtue of their talents and their increased opportunities.*

3 b. *Any special educational provisions for them is an expensive "frill"; the gifted and talented can achieve their potential adequately within the regular classroom.*

11 c. *It would be nice to have programs for the gifted and talented, but they will succeed above all other students.*

27 d. *Some special opportunities are necessary, since the gifted and talented cannot excel without assistance.*

36 e. *The extent of educational neglect for the gifted and talented makes them among the most handicapped of all groups with special education needs. The individual and social cost of this neglect is enormous.*

19 f. *None of the above.*

20. Which one of the following statements best describes the status of the needs of the gifted and talented in your school at present? *(Please check one.)*

6 a. *We are accommodating the needs of the gifted and talented very well, although there is always room for improvement.*

22 b. *We are accommodating the needs of the gifted and talented fairly adequately.*

22 c. *We are accommodating the needs of the gifted and talented only sporadically.*

43 d. *The needs of the gifted and talented are not really being accommodated much at all, although some teachers may be making an individual effort.*

7 e. *None of the above.*

21. Approximately how much **additional** money do you think you will need per each gifted and talented student in order to provide special professional personnel, curriculum and instructional materials, consultative and evaluative services and other program needs. *(Please check one.)*

61 a. *I am not sure.*

7 b. *$200.00 or less.*

23 c. *between $200.00 and $500.00.*

6 d. *between $500.00 and $1,000.00.*

8 e. *over $1,000.00.*

22. If your school corporation announces that it is initiating programs for the gifted and talented, you would:

26 a. *be an active and avid supporter of the programs.*

50 b. *actively seek to be a participant in the programs.*

13 c. *participate in the programs, but only if requested to.*

5 d. *not participate in the programs, but would not oppose the programs.*

4 e. *actively oppose the programs.*

2 f. *none of the above.*

23. If additional funds become available, please rank the following needs in order of priority the way you would like to utilize those funds. *(Rank 1 being the highest and rank 8 the lowest.)* (Mean-weights and ranks)

2– 3.07 a. *Need for upgrading skills of academic staff.*

8– 4.88 b. *Need for preschool education programs.*

1– 2.27 c. *Need for the development, improvement, evaluation or expansion of the current curriculum.*

7– 4.54 d. *Need for programs for potential dropouts.*

5– 3.76 e. *Need for programs to deal with the socially disadvantaged.*

3– 3.22 f. *Need for programs for the gifted and talented.*

6– 4.00 g. *Need for vocational education programs.*

4– 3.48 h. *Need for additional pupil personnel services.*

24. We welcome any comments or suggestions you may have concerning education of the gifted and talented. **Thank you for your participation!**

Please be sure that all pages have been completed. We greatly appreciate your cooperation.

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To

MODEL EDUCATIONAL RESEARCH CENTER
% Kesling Jr. High School
306 E. 18th Street
LaPorte, Indiana 46350

110

STAPLE HERE

12-75 Nº 4584

Appendix D: Summary of Public School Teachers' Responses
N= 2676, Returns = 1248 (46.6%)

MODEL EDUCATIONAL RESEARCH CENTER
MERC

Indiana State Department of Public Instruction **ESEA Title III**

La Porte Community School Corp.
La Porte, Indiana 46350

January 29, 1976

Dear Teacher,

The Indiana State Department of Public Instruction is at present surveying, through MERC, the need and feasibility of special programs for the gifted and talented. This is in order to implement the fullest utilization of any funds that may be available for this purpose. The survey will also contribute to the development of recommendations to the state legislature for such supplementary state funding as may be required to meet the need.

We are asking selected Indiana teachers to complete the enclosed questionnaire, since it is our belief that teacher involvement is vital in any important change that is brought about. The information requested requires a simple answer and we would appreciate your careful and considered response to these items. This survey is not related at all to any evaluation of your teaching. We will be glad to send you a summary report of this study if you would indicate this by writing your address in the section reserved for comments. We assure you of complete confidentiality of your response.

Please complete this questionnaire and return it to us by February 20, 1976. Page one of the questionnaire appears on the reverse side of this letter. For your convenience our address and stamp are already affixed to it.

We greatly appreciate your cooperation in this endeavor.

Sincerely,

Dr. M. Wasi Khan, *Project Director*
Dr. M. Iqbal, *Assistant Director*
Ms. Sherry L. Flodder, *Research Associate*

INDIANA STUDY OF THE EDUCATIONAL NEEDS AND PROGRAMS OF THE GIFTED AND TALENTED

DATA CONCERNING THE RESPONDENTS: ***(This information is for statistical purposes only. No reference will be made to you, your school, or school system in the compilation of these data.)***

NOTE: All figures slow percent of those who responded to the items, unless otherwise indicated.

1. **Sex?** a. 42 *Male* b. 58 *Female*

2. **What was your age on your last birthday?**

Under 35	35-50	Over 50
50%	32%	18%

3. **What is the highest professional degree you hold?**
a. 25 *Bachelor's Degree* b. 73 *Master's Degree* c. 1 *Specialist in Education* d. 0 *Doctoral Degree*

4. **How many years of full-time teaching did you complete at the** a. 5.51 avg. years *elementary level?* b. 5.56 avg. years *secondary level?*

5. **What grade are you teaching this year? *(Indicate all grades taught.)***
a. 0 *Nursery School*
b. 2 *Kindergarten*
c. 5 *Grade 1*
d. 5 *Grade 2*
e. 6 *Grade 3*
f. 6 *Grade 4*
g. 6 *Grade 5*
h. 7 *Grade 6*
i. 8 *Grade 7*
j. 9 *Grade 8*
k. 10 *Grade 9*
l. 12 *Grade 10*
m. 12 *Grade 11*
n. 12 *Grade 12*

6. **If you teach in the secondary grades or in departmentalized elementary grades, which one field are you currently teaching the largest portion of your time?**
a. 1 *Agriculture*
b. 7 *Art*
c. 5 *Business education*
d. 14 *English*
e. 3 *Foreign language*
f. 8 *Health & physical ed.*
g. 6 *Home economics*
h. 13 *Mathematics*
i. 10 *Science*
j. 12 *Social studies*
k. 5 *Music*
l. 5 *Industrial arts*
m. 1 *Special education*
n. 9 *Other*

7. **Have you ever participated in a course or courses, a seminar, workshop and/or a conference on the education of the gifted and talented?**
a. 24 *Yes* b. 76 *No*

8. **In what size community is your school located?**
a. 24 *Urban — Total population 50,000 and over.*
b. 13 *Surburban — Adjacent to the urban population.*
c. 14 *Small City — Total population between 20,000 and 50,000.*
d. 12 *Large Town — Total population between 10,000 and 20,000.*
e. 36 *Rural — Total population less than 10,000.*

9. **How would you judge the socio-economic level of your student population?**
a. 18 *lower* b. 37 *middle* c. 5 *upper* d. 41 *mixed* e. 0 *not sure*

10. **What is the present enrollment of your school?**
17 *Less than* 400
45 *Between 400 and* 800
39 *800 and over.*

11. **What grades are included in your school?**

K-6	1-6	K-8	1-8	K-12
30%	3%	10%	1%	5%
1-12	7-9	7-12	9-12	10-12
1%	9%	8%	24%	11%

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SURVEY ITEMS:

Please answer the following questions in terms of ***your own personal opinion, experience*** *and* ***judgement****. The information you can give us is very important.*

Below are listed some components of the definitions of the gifted and talented as cited in professional literature. *Please check your opinion by marking (X) against each of the following items.*

1. **A gifted and talented child is one who:**
   - *(a) has been recognized by professional educational personnel as possessing outstanding talents and abilities.*
   - *(b) has a superior general intellectual potential and ability measured by standardized intelligence tests (IQ).*
   - *(c) demonstrates a superior functional ability or aptitude to achieve and excel in various academic areas.*
   - *(d) consistently shows a high order of outstanding talent in specific areas such as art, music, mechanical ability, kinesthetic, psychomotor and manipulative skills, foreign languages, human relations, social leadership and management, dramatics, creative writing, graphic arts, and visual or performing arts or any other worthwhile and personally or socially valuable line of human achievement.*
   - *(e) has a creative ability to develop a novel event in the environment; demonstrates divergent, imaginative, original or productive thinking.*

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(a)	21	58	9	10	2
(b)	11	54	16	17	2
(c)	30	58	7	5	0
(d)	35	50	9	6	0
(e)	36	50	11	3	0

2. **(a) Using your own definition of "giftedness" and "talent", approximately what percentage of students in your classes could be considered as gifted and talented? *(Please check one.)***

   a. 44 0-1% b. 32 2-3% c. 13 4-6% d. 8 7-10% e. 3 11-20%

   (b) Approximately what percentage of the students you consider gifted and talented are presently involved in programs for the gifted and talented? *(Please check one.)*

   a. 74 none b. 19 0-25% c. 2 26-50% d. 3 51-75% e. 2 76-100%

Please check one box in each section for each item.

3. **Does your school system have the following for the education of the gifted and talented:**
   - *(a) a specific written policy?*
   - *(b) a definite set of criteria for identifying the gifted and talented?*
   - *(c) official regulations or guidelines for the programs of the gifted and talented?*

4. **Does your school board support the activities and involvement of school personnel in planning and programming for the gifted and talented?**

5. **Did your school or school system create, at any time, a study committee to conduct initial planning for gifted and talented education?**

	SECTION I Exists Now			SECTION II Its Importance As You Perceive			
	Yes	No	I don't know	Very Important	Important	Not Important	I am not sure
3. *(a)*	7	73	20	16	51	11	22
3. *(b)*	13	67	20	25	51	7	17
3. *(c)*	8	72	20	22	51	8	19
4.	24	24	52	30	41	2	27
5.	12	39	48	21	45	3	30

CONTINUED ON NEXT PAGE—

	SECTION I Exists Now			SECTION II Its Importance As You Perceive			
	Yes	No	I Don't Know	Very Important	Important	Not Important	I Am Not Sure
6. Does your school or school system provide for developing special curriculums and instructional materials for the education of gifted and talented?	28	53	19	29	53	3	15
7. Does your school or school system provide opportunities for in-service training of the teachers in the theory and practice of education of the gifted and talented?	11	73	16	23	51	5	21
8. In the event you already have or plan to have programs for the gifted and talented, do you receive or expect active cooperation and participation in those programs by the following community groups:							
(a) parent groups? (a)	43	22	35	36	40	3	22
(b) business? (b)	30	27	43	17	48	9	25
(c) industry? (c)	27	29	44	16	48	10	27
(d) professional groups, such as medical doctors, engineers, scientists, artists, etc.? (d)	36	22	42	24	49	4	23
(e) church groups? (e)	22	30	48	13	38	19	30
(f) other social service groups like JC's, Lions, Rotarians, etc.? (f)	31	24	45	16	44	13	28
9. Does your school board support the utilization of community personnel and other resources to adequately meet the educational needs of the gifted and talented?	25	30	46	24	45	2	29
10. Please check in the appropriate columns whether each of the following diagnostic techniques is used in your school for the purpose of identifying the gifted and talented, and how important you consider it:							
(a) Testing of IQ through individual or group intelligence tests. (a)	82	10	8	14	55	11	19
(b) Testing of achievement in specific academic areas through standardized achievement tests. (b)	78	13	9	17	58	7	18
(c) Using G.P.A. of previous grades. (c)	49	26	25	8	42	20	30
(d) Selecting students by rank order, such as top 5% or 10%. (d)	42	37	21	6	37	28	29
(e) Standardized tests of creativity. (e)	7	60	32	12	46	11	31
(f) Standardized tests of personality. (f)	11	58	31	9	40	18	33
(g) Special aptitude testing for talents. (g)	19	53	28	17	51	7	26
(h) Judgement and evaluation by specific professionals. (h)	27	47	26	15	48	8	28
(i) Student-authored essays, or other products. (i)	25	47	28	11	46	11	32
(j) Personal interest inventories. (j)	24	47	29	14	49	10	27
(k) Informal review of students' interests and extra-curricular activities. (k)	31	42	27	12	53	9	26
(l) Review of anecdotal records. (l)	23	42	36	7	40	16	37
(m) Observation by an outside resource person. (m)	11	59	30	9	39	17	36
(n) Nomination or recommendation by teachers, administrators, other school personnel, parents or peers. (n)	44	36	20	18	51	6	26
(o) Student self-nomination or volunteering. (o)	20	51	29	11	39	16	33

CONTINUED ON NEXT PAGE–

		SECTION I Exists Now			SECTION II Its Importance As You Perceive			
		Yes	No	I don't know	Very important	Important	Not important	I am not sure
11. Please check in the appropriate columns whether each of the following programs for the gifted and talented is offered for your students, and how important you consider it.								
(a) In-class grouping by ability and/or interests.	*(a)*	62	31	8	28	49	9	14
(b) Special classes: grouping of gifted students for certain portions of time.	*(b)*	36	56	8	27	51	6	16
(c) Full-time special classes for the gifted in all areas.	*(c)*	6	87	7	13	32	26	29
(d) Special magnet-type school serving the gifted and talented of many geographical areas.	*(d)*	3	83	13	8	28	24	40
(e) Acceleration by early school entry.	*(e)*	8	75	17	4	19	45	32
(f) Acceleration by grade skipping.	*(f)*	17	66	17	4	19	42	34
(g) Acceleration by advanced placement such as in honor classes, honor seminars, AP classes, etc.	*(g)*	28	59	13	17	46	11	27
(h) Acceleration by "visiting" higher grade level classes in areas of strength.	*(h)*	16	67	17	13	43	14	30
(i) Credit by examination.	*(i)*	8	73	19	10	37	19	34
(j) Curriculum enrichment within regular classes: special in-depth assignments and projects.	*(j)*	62	24	14	34	49	2	14
(k) Hard core, advanced courses designed to stimulate the gifted students.	*(k)*	24	59	17	26	44	6	24
(l) Provision of extra-curricular activities, hobby and club plans, etc.	*(l)*	52	38	10	25	51	7	17
(m) Highly individualized and personal instruction, possibly from professionals in the student's area of ability and interest.	*(m)*	13	69	18	22	48	7	23
(n) Special counseling or instruction outside regular classrooms.	*(n)*	21	60	18	20	50	7	23
(o) Mentor or tutorial system or intership and apprenticeship programs.	*(o)*	17	63	20	13	44	10	34
(p) Peer teaching: students teaching other students.	*(p)*	45	42	14	16	46	12	26
(q) Released time: reduction in classtime for independent study and free choice activity involved in community projects.	*(q)*	20	64	17	17	42	11	30
(r) Special summer programs.	*(r)*	20	66	14	16	45	12	28
(s) Itinerant resource teacher plan: specialist teachers serving many schools, helping teachers better understand and meet the needs of gifted, and combining direct teaching of the gifted and in-service education of regular teachers.	*(s)*	8	78	14	18	44	11	28
(t) Acceleration by early high school graduation for early college entry. (This item for high school only.)	*(t)*	22	47	18	11	32	22	35
(u) Attendance in college classes before high school graduation. (This item for high school only.)	*(u)*	33	47	20	12	39	16	34
12. Please check in the appropriate columns, the program areas which receive instructional emphasis for the gifted and talented in your school:								
(a) Language arts.	*(a)*	45	42	12	31	48	2	19
(b) Foreign languages.	*(b)*	25	61	14	18	50	7	24
(c) Science.	*(c)*	35	52	13	27	51	3	19
(d) Mathematics.	*(d)*	48	41	11	30	49	2	19
(e) Social studies.	*(e)*	18	65	17	20	52	5	23
(f) Art, music or talent areas.	*(f)*	36	50	14	25	51	3	21
(g) Physical and motor skills.	*(g)*	21	63	16	19	50	6	24
(h) Leadership training and social skills.	*(h)*	9	72	19	23	48	4	25
(i) Vocational and mechanical skills. (This item for secondary level.)	*(i)*	24	57	18	23	46	3	28

CONTINUED ON NEXT PAGE—

13. To what degree is each of the following a major difficulty or limitation in initiating or expanding programs for the gifted and talented in your school? *(Please check your opinion about EACH ONE, in the appropriate column.)*

		A Great Deal	Some	Little	None	I Am Not Sure
(a)	*Inadequate legal base.*	6	15	14	12	53
(b)	*Insufficient financial support.*	53	22	7	4	14
(c)	*Lack of knowledge about "giftedness".*	33	41	13	5	7
(d)	*Insufficient personnel.*	47	31	10	5	7
(e)	*Inadequately trained personnel.*	33	34	15	9	10
(f)	*Lack of support from the teaching staff.*	9	30	26	20	15
(g)	*Limited physical space and facilities.*	37	30	15	13	6
(h)	*Inadequate development of curricula and instructional materials.*	35	35	15	5	9
(i)	*Inadequate referral and diagnostic techniques.*	32	33	17	6	12
(j)	*Lack of parent or community interest and support.*	20	34	20	10	16
(k)	*Inadequate consultative assistance.*	26	35	16	8	15
(l)	*Too many other pressing priorities.*	49	28	10	4	8
(m)	*Other difficulties or limitations.* **(Please specify.)**	25	13	8	13	41

14. How essential is each of the following factors in providing programs for the gifted and talented? *(Please check your opinion about EACH ONE in the appropriate column.)*

		Very Essential	Essential	Somewhat Essential	Not Essential At All	I Am Not Sure
(a)	*A sufficient number of gifted and talented students to warrant such programs.*	33	35	20	9	3
(b)	*Community interest.*	25	44	24	3	4
(c)	*Teacher interest.*	59	34	5	0	2
(d)	*Specially qualified teachers.*	46	35	15	2	3
(e)	*Awareness of possible programs.*	41	48	7	1	2
(f)	*Adequate indentification procedures in use.*	40	45	9	1	5
(g)	*In-service training of personnel to operate programs.*	45	39	11	2	4
(h)	*Administrative support.*	74	21	2	1	2
(i)	*Special funding.*	57	27	11	1	5
(j)	*Additional physical facilities.*	34	26	24	11	5
(k)	*Other.* **(Please specify.)**	17	8	2	8	66

15. If your school corporation announces that it is initiating programs for the gifted and talented, you would:

48 *a. be an active and avid supporter of the programs.*
21 *b. actively seek to be a participant in the programs.*
23 *c. participate in the programs, but only if requested to.*
5 *d. not participate in the programs, but would not oppose the programs.*
0 *e. actively oppose the programs.*
2 *f. none of the above.*

16. If additional funds become available, please rank the following needs in order of priority the way you would like to utilize those funds. *(Rank 1 being the highest and rank 8 the lowest.)* (Meanweights and ranks)

7– 4.99 *a. Need for upgrading skills of academic staff.*
8– 5.22 *b. Need for preschool education programs.*
1– 3.15 *c. Need for the development, improvement, evaluation or expansion of the current curriculum.*
4– 3.93 *d. Need for programs for potential dropouts.*
5– 4.08 *e. Need for programs to deal with the socially disadvantaged.*
2– 3.37 *f. Need for programs for the gifted and talented.*
3– 3.64 *g. Need for vocational education programs.*
6– 4.81 *h. Need for additional pupil personnel services.*

CONTINUED ON NEXT PAGE—

To what extent do you agree or disagree with each of the following statements? *(Please check the appropriate column.)*

	Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
(a)	*"Identification of the gifted and talented is hampered not only by costs of appropriate testing, but also by apathy and even hostility among teachers, administrators, counselors and psychologists."*	8	32	23	34	4
(b)	*Inadequate and inequitable funding for programs of the gifted encourages the employment of less than competent personnel, improper grouping, disproportionate pupil-teacher ratios and inadequate identification, programming and evaluation services.*	15	43	23	18	2
(c)	*Federal and state funds should be distributed among local districts for purposes of developing demonstration or experimental programs for the gifted and talented.*	21	47	23	7	2
(d)	*Indiana should have state legislation for organizing, funding, regulating and monitoring programs for the gifted and talented.*	21	43	25	8	2
(e)	*A state-wide Council on Talent Development should be created and be composed of lay and professional persons from all areas of public and private life, for the promotion, development and evaluation of the programs for the gifted and talented.*	16	43	30	10	2
(f)	*The Indiana State Department of Public Instruction should provide full-time consultative leadership to assist local school districts in planning and programming for the gifted and talented.*	20	53	18	7	2
(g)	*State Board of Education should approve the gifted and talented as an endorsement area for a teaching certificate and should name the area of the gifted as a critical field of education for which special teacher preparation is necessary.*	18	39	26	14	3
(h)	*Indiana should establish a state system of scholarships for advanced training of teachers of the gifted and talented.*	16	37	28	16	2
(i)	*The Indiana State Department of Public Instruction, state colleges and universities and local education agencies should cooperatively take steps to develop well-coordinated and articulated programs of teacher training and retraining in order to alleviate the present severe shortage of professional personnel competent to diagnose, direct, experiment, evaluate and program for the gifted and talented.*	22	54	16	6	2

18. Which one of the following statements best expresses the way you feel about education of the gifted and talented?

3 a. *Gifted and talented are already privileged by virtue of their talents and their increased opportunities.*
2 b. *Any special educational provisions for them is an expensive "frill"; the gifted and talented can achieve their potential adequately within the regular classroom.*
17 c. *It would be nice to have programs for the gifted and talented, but they will succeed above all other students.*
27 d. *Some special opportunities are necessary, since the gifted and talented cannot excel without assistance.*
35 e. *The extent of educational neglect for the gifted and talented makes them among the most handicapped of all groups with special education needs. The individual and social cost of this neglect is enormous.*
15 f. *None of the above.*

19. Which one of the following statements best describes the status of the needs of the gifted and talented in your school at present?

4 a. *We are accommodating the needs of the gifted and talented very well, although there is always room for improvement.*
16 b. *We are accommodating the needs of the gifted and talented fairly adequately.*
23 c. *We are accommodating the needs of the gifted and talented only sporadically.*
55 d. *The needs of the gifted and talented are not really being accommodated much at all, although some teachers may be making an individual effort.*
3 e. *None of the above.*

20. We welcome any comments or suggestions you may have concerning education of the gifted and talented. *Thank you for your participation!*

Please be sure that all pages have been completed. We greatly appreciate your cooperation.

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To

MODEL EDUCATIONAL RESEARCH CENTER
% Kesling Jr. High School
306 E. 18th Street
LaPorte, Indiana 46350

1-76 №. 010870

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Appendix E

Table A: INFORMATION ABOUT THE RESPONDENTS AND THEIR SCHOOLS

(Unless stated otherwise, figures are percentages of the number of respondents in each sample. Totals may be +1 or -1 of 100 because of rounding by the computer.)

Items of Information	Public School Principals N=1241	Non-Public School Principals N=229	Teachers N=1248
1. Sex: Male	92	37	42
Female	8	63	58
2. Age: Under 35	15	23	50
Between 35 & 50	57	47	32
Over 50	27	30	18
3. Highest professional degree:			
Bachelors'	0	21	25
Masters'	84	73	73
Specialist in Education	12	5	1
Doctoral	3	1	0
4. Full-time teaching experience (in years):			
Elementary level	6.32	14.83	5.51
Secondary level	4.16	2.42	5.56
5. Grades teaching this year:			
Nursery School	N/A	N/A	0
KG			2
First			5
Second			5
Third			6
Fourth			6
Fifth			6
Sixth			7
Seventh			8
Eighth			9
Ninth			10
Tenth			12
Eleventh			12
Twelfth			12

6. Main subjects teaching this year:			
Agriculture	N/A	N/A	1
Art			7
Business education			5
English			14
Foreign language			3
Health & P.E.			8
Home Economics			6
Mathematics			13
Science			10
Social Studies			12
Music			5
Industrial arts			5
Special education			1
Other			9
7. Full-time administrative experience (in years):	10.44	6.89	N/A
8. Participation in a course, seminar, workshop or conference on the education of the gifted and talented: Yes	40	35	24
No	60	65	76
9. Size of the community the school is located in:			
Urban	17	32	24
Suburban	11	14	13
Small City	16	22	14
Large Town	11	12	12
Rural	46	20	36
10. Socio-economic level of student population:			
Lower	18	8	18
Middle	43	50	37
Upper	4	9	5
Mixed	34	32	41
Not sure	1	1	0
11. Present enrollment of the school:			
Under 400	36	85	17
Between 400 & 800	46	10	45
Over 800	18	5	39
12. Grades included in the school:			
K-6	51	6	30
1-6	6	10	3
K-8	9	21	10
1-8	1	46	1
K-12	2	3	5
1-12	0	2	1
7-9	6	0	9
7-12	8	1	8
9-12	13	11	24
10-12	4	0	11

Appendix F

MODEL EDUCATION RESEARCH CENTER

LAPORTE, INDIANA

INDIANA STUDY OF THE EDUCATIONAL NEEDS AND PROGRAMS OF THE GIFTED AND TALENTED

TABULATION OF DATA BY RESPONDENTS PARTICIPATION IN GIFTED EDUCATION, THEIR AGE, SIZE OF THEIR SCHOOLS AND SIZE OF THEIR COMMUNITIES.

MEAN - WEIGHTS SUMMARIZE THE RESPONDENTS OPINIONS AND DISCREPENCY INDICES SHOW THE DIFFERENCES BETWEEN THE EXISTING STATUS AND THE DESIRED STATUS.

SEE THE QUESTIONAIRE FOR FULL STATEMENT AND WORDING OF ITEMS AND SUB - ITEMS.

Percentages with two decimal places are given below frequencies. Percentages which vertically total 100 are given within parentheses.

PRIVATE SCHOOL PRINCIPALS RESPONSES
****

PAGE NUMBER 1

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 1- 1. SEX OF THE RESPONDENT														
MALE	83	25	58	31	37	14	67	7	8	34	9	16	9	15
	36.56	30.12	69.88	37.35	44.58	16.87	80.72	8.43	9.64	40.96	10.84	19.28	10.84	18.07
FEMALE	144	53	87	21	67	52	127	14	3	38	21	35	19	29
	63.44	36.81	60.42	14.58	46.53	36.11	88.19	9.72	2.08	26.39	14.58	24.31	13.19	20.14
*** TOTALS LINE ***	227	78	145	52	104	66	194	21	11	72	30	51	28	44
**** 1- 2. AGE OF RESPONDENT AT THEIR LST BIRTHDAY														
UNDER 35	52	11	41	52	0	0	49	1	2	17	7	11	7	10
	23.21	21.15	78.85	100.00	.00	.00	94.23	1.92	3.85	32.69	13.46	21.15	13.46	19.23
BETWEEN 35 - 50	105	35	69	0	105	0	87	9	8	33	14	26	11	19
	46.88	33.33	65.71	.00	100.00	.00	82.86	8.57	7.62	31.43	13.33	24.76	10.48	18.10
OVER 50	67	32	33	0	0	67	54	12	1	19	10	12	10	16
	29.91	47.76	49.25	.00	.00	100.00	80.60	17.91	1.49	28.36	14.93	17.91	14.93	23.88
*** TOTALS LINE ***	224	78	143	52	105	67	190	22	11	69	31	49	28	45
**** 1- 3. WHAT IS THE HIGHEST PROFESSIONAL DEGREE THAT RESPONDENT HOLDS														
BACHELORS DEGREE	47	10	37	18	15	14	44	2	1	10	3	13	7	13
	20.98	21.28	78.72	38.30	31.91	29.79	93.62	4.26	2.13	21.28	6.38	27.66	14.89	27.66
MASTERS DEGREE	163	61	99	32	78	49	133	20	9	54	28	34	21	26
	72.77	37.42	60.74	19.63	47.85	30.06	81.60	12.27	5.52	33.13	17.18	20.86	12.88	15.95
SPEC IN EDUCATION	11	6	5	1	7	3	9	1	1	6	0	1	0	4
	4.91	54.55	45.45	9.09	63.64	27.27	81.82	9.09	9.09	54.55	.00	9.09	.00	36.36

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
DOCTORAL DEGREE	3	2	1	0	2	1	3	0	0	0	0	2	0	0
	1.34	66.67	33.33	.00	66.67	33.33	100.00	.00	.00	.00	.00	66.67	.00	.00
*** TOTALS LINE ***	224	79	142	51	102	67	189	23	11	70	31	50	28	43
**** 1- 4.	HOW MANY YEARS OF FULL-TIME TEACHING DID THE RESPONDENT COMPLETE AT FOLLOWING LEVELS													
ELEMENTARY LEVEL	3,321	1,380	1,866	266	1,303	1,674	2,952	324	37	866	517	748	392	753
	14.83	41.55	56.19	8.01	39.24	50.41	88.89	9.76	1.11	26.08	15.57	22.52	11.80	22.67
SECONDARY LEVEL	543	192	331	46	255	209	379	67	90	181	58	100	57	146
	2.42	35.36	60.96	8.47	46.96	38.49	69.80	12.34	16.57	33.33	10.68	18.42	10.50	26.89
*** TOTALS LINE ***	3,864	1,572	2,197	312	1,558	1,833	3,331	391	127	1,047	575	848	449	899
**** 1- 5.	HOW MANY YEARS OF FULL-TIME ADMINISTRATION HAS THE RESPONDENT COMPLETED INCLUDING THIS YR													
AVERAGES	1,544	672	839	158	629	733	1,276	183	83	432	260	355	150	336
	6.89	43.52	54.34	10.23	40.74	47.47	82.64	11.85	5.38	27.98	16.84	22.99	9.72	21.76
*** TOTALS LINE ***	1,544	672	839	158	629	733	1,276	183	83	432	260	355	150	336
**** 1- 6.	HAS THE RESPONDENT EVER PARTICIPATED IN A COURSE, WORKSHOP, OR SEMINAR ON GIFT & TALENTED													
YES	79	79	0	11	35	32	66	9	4	24	11	14	14	15
	35.11	100.00	.00	13.92	44.30	40.51	83.54	11.39	5.06	30.38	13.92	17.72	17.72	18.99
NO	146	0	146	41	69	33	124	14	7	47	20	37	13	28
	64.89	.00	100.00	28.08	47.26	22.60	84.93	9.59	4.79	32.19	13.70	25.34	8.90	19.18
*** TOTALS LINE ***	225	79	146	52	104	65	190	23	11	71	31	51	27	43
**** 1- 7.	WHAT SIZE COMMUNITY IS YOUR SCHOOL LOCATED IN													
URBAN - 50,000 +	72	24	47	17	33	19	52	11	8	72	0	0	0	0
	31.72	33.33	65.28	23.61	45.83	26.39	72.22	15.28	11.11	100.00	.00	.00	.00	.00
SUBURBAN - ADJACENT	31	11	20	7	14	10	24	5	2	0	31	0	0	0
	13.66	35.48	64.52	22.58	45.16	32.26	77.42	16.13	6.45	.00	100.00	.00	.00	.00
SMALL CITY 20-50M	51	14	37	11	26	12	49	2	0	0	0	51	0	0
	22.47	27.45	72.55	21.57	50.98	23.53	96.08	3.92	.00	.00	.00	100.00	.00	.00

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
LARGE TOWN 10-20M	28 12.33	14 50.00	13 46.43	7 25.00	11 39.29	10 35.71	25 89.29	3 10.71	0 .00	0 .00	0 .00	0 .00	28 100.00	0 .00
RURAL - 10,000 LESS	45 19.82	15 33.33	28 62.22	10 22.22	19 42.22	16 35.56	42 93.33	2 4.44	1 2.22	0 .00	0 .00	0 .00	0 .00	45 100.00
*** TOTALS LINE ***	227	78	145	52	103	67	192	23	11	72	31	51	28	45

**** 1- 8. HOW WOULD YOU JUDGE THE SOCIO-ECONOMIC LEVEL OF YOUR STUDENT POPULATION

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
LOWER	17 7.46	6 35.29	11 64.71	6 35.29	9 52.94	2 11.76	16 94.12	0 .00	1 5.88	9 52.94	0 .00	3 17.65	1 5.88	4 23.53
MIDDLE	115 50.44	43 37.39	69 60.00	23 20.00	47 40.87	42 36.52	100 86.96	12 10.43	2 1.74	29 25.22	16 13.91	26 22.61	13 11.30	31 26.96
UPPER	20 8.77	6 30.00	14 70.00	2 10.00	13 65.00	5 25.00	12 60.00	5 25.00	3 15.00	7 35.00	5 25.00	4 20.00	2 10.00	1 5.00
MIXED	74 32.46	23 31.08	50 67.57	21 28.38	33 44.59	18 24.32	63 85.14	6 8.11	5 6.76	26 35.14	10 13.51	17 22.97	12 16.22	8 10.81
NOT SURE	2 .88	0 .00	2 100.00	0 .00	2 100.00	0 .00	2 100.00	0 .00	0 .00	0 .00	0 .00	1 50.00	0 .00	1 50.00
*** TOTALS LINE ***	228	78	146	52	104	67	193	23	11	71	31	51	28	45

**** 1- 9. WHAT IS THE PRESENT ENROLLMENT OF YOUR SCHOOL

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
LESS THAN 400	194 85.09	66 34.02	124 63.92	49 25.26	87 44.85	54 27.84	194 100.00	0 .00	0 .00	52 26.80	24 12.37	49 25.26	25 12.89	42 21.65
BETWEEN 400-800	23 10.09	9 39.13	14 60.87	1 4.35	9 39.13	12 52.17	0 .00	23 100.00	0 .00	11 47.83	5 21.74	2 8.70	3 13.04	2 8.70
OVER 800	11 4.82	4 36.36	7 63.64	2 18.18	8 72.73	1 9.09	0 .00	0 .00	11 100.00	8 72.73	2 18.18	0 .00	0 .00	1 9.09
*** TOTALS LINE ***	228	79	145	52	104	67	194	23	11	71	31	51	28	45

**** 1-10. WHAT GRADES ARE INCLUDED IN YOUR SCHOOL

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
K THRU 6TH	11 5.95	4 36.36	6 54.55	1 9.09	4 36.36	5 45.45	11 100.00	0 .00	0 .00	4 36.36	0 .00	2 18.18	2 18.18	3 27.27

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
1ST THRU 6TH	19	4	14	2	6	11	19	0	0	1	1	4	4	9
	10.27	21.05	73.68	10.53	31.58	57.89	100.00	.00	.00	5.26	5.26	21.05	21.05	47.37
K THRU 8TH	39	14	25	11	15	11	35	4	0	17	9	8	2	2
	21.08	35.90	64.10	28.21	38.46	28.21	89.74	10.26	.00	43.59	23.08	20.51	5.13	5.13
1ST THRU 8TH	85	38	46	19	43	22	71	13	1	20	14	22	11	17
	45.95	44.71	54.12	22.35	50.59	25.88	83.53	15.29	1.18	23.53	16.47	25.88	12.94	20.00
K THRU 12TH	6	3	3	1	2	3	4	1	0	5	0	0	0	1
	3.24	50.00	50.00	16.67	33.33	50.00	66.67	16.67	.00	83.33	.00	.00	.00	16.67
1ST THRU 12TH	3	1	2	0	2	1	3	0	0	0	0	1	0	2
	1.62	33.33	66.67	.00	66.67	33.33	100.00	.00	.00	.00	.00	33.33	.00	66.67
7TH THRU 9TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
7TH THRU 12TH	1	1	0	0	1	0	0	0	1	1	0	0	0	0
	.54	100.00	.00	.00	100.00	.00	.00	.00	100.00	100.00	.00	.00	.00	.00
9TH THRU 12TH	21	4	17	2	13	5	9	4	8	10	3	3	2	3
	11.35	19.05	80.95	9.52	61.90	23.81	42.86	19.05	38.10	47.62	14.29	14.29	9.52	14.29
10TH THRU 12TH	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
*** TOTALS LINE ***	185	69	113	36	86	58	152	22	10	58	27	40	21	37

**** 2- 1. IN YOUR OPINION A GIFTED AND TALENTED CHILD IS ONE WHO

RECOGNIZED MEAN WEIGHT	.964	1.064	.916	.784	.990	1.015	.958	1.136	.818	1.014	.903	1.082	.571	1.000
SUPER IQ MEAN WEIGHT	.664	.592	.685	.451	.637	.848	.612	1.087	.636	.789	.567	.653	.593	.578
ABILITY MEAN WEIGHT	1.173	1.130	1.181	1.216	1.058	1.348	1.163	1.478	.727	1.155	1.133	1.314	1.074	1.111
TALENT MEAN WEIGHT	1.049	1.039	1.069	1.173	1.049	1.000	1.026	1.409	.727	.972	1.241	1.143	.857	1.044
CREATIVE	1.113	1.117	1.113	1.288	1.109	.985	1.112	1.174	1.000	1.042	1.033	1.208	1.370	1.000

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                                 PARTICIPATION        AGE GROUP            SCHOOL SIZE                     COMMUNITY SIZE

                         GRAND                      UNDER    35-     OVER    UNDER   400-    OVER       OVER   URBAN  20000-  10000-   UNDER
QUESTION ABBREVIATION    TOTAL        YES     NO     35      50       50      400     800     800       50000  ADJAC   50000   20000   10000

    MEAN WEIGHT .....    1.113      1.117  1.113   1.288  1.109    .985    1.112  1.174  1.000      1.042  1.033   1.208   1.370   1.000


****  2- 2.        USING YOUR OWN DEFINITION APPROXIMATELY WHAT PERCENTAGE OF STUDENTS IN YOUR SCHOOL ARE GT

G & T    00-01%          56          12       42       15      23      17       47       5       3        22       5      11       5      13
                      25.11       21.43    75.00    26.79   41.07   30.36    83.93    8.93    5.36     39.29    8.93   19.64    8.93   23.21
                                (15.79)  (29.37)  (28.85) (22.33) (26.98)  (24.87) (22.73) (27.27)   (31.43) (16.67) (22.00) (18.52) (29.55)
G & T    02-03%          68          28       38       12      31      23       58       5       5        23       8      15       6      14
                      30.49       41.18    55.88    17.65   45.59   33.82    85.29    7.35    7.35     33.82   11.76   22.06    8.82   20.59
                                (36.84)  (26.57)  (23.08) (30.10) (36.51)  (30.69) (22.73) (45.45)   (32.86) (26.67) (30.00) (22.22) (31.82)
G & T    04-06%          49          17       32       14      27       8       41       6       2        14       5      12       9       9
                      21.97       34.69    65.31    28.57   55.10   16.33    83.67   12.24    4.08     28.57   10.20   24.49   18.37   18.37
                                (22.37)  (22.38)  (26.92) (26.21) (12.70)  (21.69) (27.27) (18.18)   (20.00) (16.67) (24.00) (33.33) (20.45)
G & T    07-10%          31          10       21        6      13      11       26       4       1         3       8       9       4       7
                      13.90       32.26    67.74    19.35   41.94   35.48    83.87   12.90    3.23      9.68   25.81   29.03   12.90   22.58
                                (13.16)  (14.69)  (11.54) (12.62) (17.46)  (13.76) (18.18) ( 9.09)   ( 4.29) (26.67) (18.00) (14.81) (15.91)
G & T    11-20%          19           9       10        5       9       4       17       2       0         8       4       3       3       1
                       8.52       47.37    52.63    26.32   47.37   21.05    89.47   10.53     .00     42.11   21.05   15.79   15.79    5.26
                                (11.84)  ( 6.99)  ( 9.62) ( 8.74) ( 6.35)  ( 8.99) ( 9.09) (  0   )   (11.43) (13.33) ( 6.00) (11.11) ( 2.27)
 *** TOTALS LINE ***    223          76      143       52     103      63      189      22      11        70      30      50      27      44


PROGRAMS  00-00%        149          38      108       39      66      42      133      13       2        43      19      33      19      34
                      67.12       25.50    72.48    26.17   44.30   28.19    89.26    8.72    1.34     28.86   12.75   22.15   12.75   22.82
                                (51.35)  (74.48)  (75.00) (63.46) (67.74)  (70.37) (61.90) (18.18)   (61.43) (65.52) (64.71) (70.37) (79.07)
PROGRAMS  00-25%         50          25       25       10      25      13       40       5       5        16       6      13       8       6
                      22.52       50.00    50.00    20.00   50.00   26.00    80.00   10.00   10.00     32.00   12.00   26.00   16.00   12.00
                                (33.78)  (17.24)  (19.23) (24.04) (20.97)  (21.16) (23.81) (45.45)   (22.86) (20.69) (25.49) (29.63) (13.95)
PROGRAMS  26-50%          2           1        1        0       0       2        2       0       0         1       0       0       0       1
                        .90       50.00    50.00      .00     .00  100.00   100.00     .00     .00     50.00     .00     .00     .00   50.00
                                ( 1.35)  (  .6[illegible]  0   ) (  0   ) ( 3.23)  ( 1.06) (  0   ) (  0   )   ( 1.43) (  0   ) (  0   ) (  0   ) ( 2.33)
PROGRAMS  51-75%         12           7  [illegible]    2       7       3        7       2       3         5       2       4       0       1
                       5.41       58.33    4[illegible] 16.67   58.33   25.00    58.33   16.67   25.00     41.67   16.67   33.33     .00    8.33
                                ( 9.46)  ( 3.45)  ( 3.85) ( 6.73) ( 4.84)  ( 3.70) ( 9.52) (27.27)   ( 7.14) ( 6.90) ( 7.84) (  0   ) ( 2.33)
PROGRAMS  76-100%         9           3        6        1       6       2        7       1       1         5       2       1       0       1
                       4.05       33.33    66.67    11.11   66.67   22.22    77.78   11.11   11.11     55.56   22.22   11.11     .00   11.11
                                ( 4.05)  ( 4.14)  ( 1.92) ( 5.77) ( 3.23)  ( 3.70) ( 4.76) ( 9.09)   ( 7.14) ( 6.90) ( 1.96) (  0   ) ( 2.33)
 *** TOTALS LINE ***    222          74      145       52     104      62      189      21      11        70      29      51      27      43


****  2- 3.        DOES YOUR SCHOOL SYSTEM HAVE THE FOLLOWING FOR EDUCATION OF GIFTED AND TALENTED

POLICY
   MEAN WEIGHT SEC.1   .867-       .776-   .911-    .846-   .856-   .892-    .853-   .913-  1.000-     .873-   .833-   .882-   .857-   .864-
   MEAN WEIGHT SEC.2   .566        .763    .466     .615    .394    .846     .581    .652    .182      .577    .733    .686    .500    .341

*** DISCREPENCY INDEX  1.433-      1.539-  1.377-   1.461-  1.250-  1.738-   1.434-  1.565-  1.182-    1.450-  1.566-  1.568-  1.357-  1.205-
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
CRITERIA														
MEAN WEIGHT SEC.1	.720-	.553-	.800-	.808-	.650-	.738-	.689-	.913-	.818-	.743-	.667-	.804-	.929-	.523-
MEAN WEIGHT SEC.2	.720	.895	.628	.865	.524	.938	.726	.826	.455	.614	.867	.902	.714	.591
*** DISCREPENCY INDEX	1.440-	1.448-	1.428-	1.673-	1.174-	1.676-	1.415-	1.739-	1.273-	1.357-	1.534-	1.706-	1.643-	1.114-
GUIDES														
MEAN WEIGHT SEC.1	.782-	.636-	.854-	.863-	.757-	.742-	.800-	.783-	.455-	.855-	.677-	.725-	.929-	.750-
MEAN WEIGHT SEC.2	.587	.779	.479	.667	.388	.848	.568	.696	.727	.565	.806	.745	.500	.341
*** DISCREPENCY INDEX	1.369-	1.415-	1.333-	1.530-	1.145-	1.590-	1.368-	1.479-	1.182-	1.420-	1.483-	1.470-	1.429-	1.091-
**** 2- 4. DOES YOUR SCHOOL BOARD SUPPORT THE ACTIVITIES AND INVOLVEMENT OF SCHOOL PERSONNEL FOR G-T														
SUPPORT														
MEAN WEIGHT SEC.1	.199	.423	.092	.140	.253	.194	.196	.050	.545	.250	.345	.167	.269	.000
MEAN WEIGHT SEC.2	.852	1.099	.732	.960	.869	.758	.842	.850	1.091	1.059	.897	.813	.731	.628
*** DISCREPENCY INDEX	.653-	.676-	.640-	.820-	.616-	.564-	.646-	.800-	.546-	.809-	.552-	.646-	.462-	.628-
**** 2- 5. DID YOUR SCHOOL CREATE A STUDY COMMITTEE TO CONDUCT PLANNING FOR GIFTED & TALENTED EDUCAT														
PLANNING														
MEAN WEIGHT SEC.1	.604-	.500-	.655-	.569-	.573-	.682-	.605-	.652-	.455-	.514-	.484-	.640-	.714-	.727-
MEAN WEIGHT SEC.2	.613	.789	.531	.686	.563	.636	.595	.739	.727	.771	.677	.660	.464	.364
*** DISCREPENCY INDEX	1.217-	1.289-	1.186-	1.255-	1.136-	1.318-	1.200-	1.391-	1.182-	1.285-	1.161-	1.300-	1.178-	1.091-
**** 2- 6. DOES YOUR SCHOOL BUDGET *1975-1976, HAVE FUNDS ALLOCATED FOR GIFTED & TALENTED PROGRAMS														
PERSONNEL														
MEAN WEIGHT SEC.1	.857-	.787-	.889-	.714-	.875-	.923-	.872-	.913-	.455-	.884-	.733-	.800-	.964-	.886-
MEAN WEIGHT SEC.2	.511	.707	.417	.592	.423	.585	.516	.348	.818	.609	.500	.600	.393	.341
*** DISCREPENCY INDEX	1.368-	1.494-	1.306-	1.306-	1.298-	1.508-	1.388-	1.261-	1.273-	1.493-	1.233-	1.400-	1.357-	1.227-
SERVICES														
MEAN WEIGHT SEC.1	.656-	.526-	.715-	.816-	.606-	.591-	.656-	.826-	.273-	.609-	.419-	.640-	.929-	.773-
MEAN WEIGHT SEC.2	.714	.921	.618	.653	.712	.773	.677	.826	1.182	.841	.774	.800	.536	.500
*** DISCREPENCY INDEX	1.370-	1.447-	1.333-	1.469-	1.318-	1.364-	1.333-	1.652-	1.455-	1.450-	1.193-	1.440-	1.465-	1.273-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
UESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
ROGRAMS														
MEAN WEIGHT SEC.1	.906-	.827-	.945-	.860-	.962-	.846-	.910-	.957-	.727-	.929-	.867-	.920-	.929-	.864-
MEAN WEIGHT SEC.2	.344	.560	.234	.380	.269	.415	.344	.565	.091-	.300	.367	.460	.357	.250
** DISCREPENCY INDEX	1.250-	1.387-	1.179-	1.240-	1.231-	1.261-	1.254-	1.522-	.636-	1.229-	1.234-	1.380-	1.286-	1.114-
RANSPORT														
MEAN WEIGHT SEC.1	.853-	.760-	.897-	.780-	.856-	.892-	.836-	1.000-	.818-	.857-	.800-	.840-	1.000-	.795-
MEAN WEIGHT SEC.2	.692	.880	.607	.700	.731	.615	.693	.565	1.000	.886	.700	.680	.571	.477
** DISCREPENCY INDEX	1.545-	1.640-	1.504-	1.480-	1.587-	1.507-	1.529-	1.565-	1.818-	1.743-	1.500-	1.520-	1.571-	1.272-
RAINING														
MEAN WEIGHT SEC.1	.430-	.208-	.531-	.600-	.476-	.222-	.471-	.182-	.364-	.406-	.200-	.469-	.741-	.409-
MEAN WEIGHT SEC.2	.719	.986	.600	.720	.738	.698	.690	.727	1.273	.899	.900	.612	.593	.523
** DISCREPENCY INDEX	1.149-	1.194-	1.131-	1.320-	1.214-	.920-	1.161-	.909-	1.637-	1.305-	1.100-	1.081-	1.334-	.932-
VALUATE														
MEAN WEIGHT SEC.1	.416-	.135-	.563-	.700-	.388-	.219-	.439-	.304-	.200-	.406-	.033-	.429-	.571-	.605-
MEAN WEIGHT SEC.2	.828	1.068	.708	.880	.767	.875	.802	.826	1.400	.986	.967	.796	.679	.628
** DISCREPENCY INDEX	1.244-	1.203-	1.271-	1.580-	1.155-	1.094-	1.241-	1.130-	1.600-	1.392-	1.000-	1.225-	1.250-	1.233-
ATERIAL														
MEAN WEIGHT SEC.1	.824-	.707-	.889-	.796-	.894-	.734-	.824-	.826-	.818-	.870-	.467-	.800-	.964-	.930-
MEAN WEIGHT SEC.2	.640	.747	.583	.857	.510	.688	.631	.609	.909	.754	.767	.600	.571	.465
** DISCREPENCY INDEX	1.464-	1.454-	1.472-	1.653-	1.404-	1.422-	1.455-	1.435-	1.727-	1.624-	1.234-	1.400-	1.535-	1.395-
FFECTIVE														
MEAN WEIGHT SEC.1	.781-	.629-	.855-	.894-	.737-	.770-	.787-	.727-	.778-	.708-	.759-	.826-	.821-	.878-
MEAN WEIGHT SEC.2	.390	.386	.391	.447	.343	.443	.388	.455	.333	.523	.207	.435	.321	.317
** DISCREPENCY INDEX	1.171-	1.015-	1.246-	1.341-	1.080-	1.213-	1.175-	1.182-	1.111-	1.231-	.966-	1.261-	1.142-	1.195-
HER														
MEAN WEIGHT SEC.1	.781-	.629-	.855-	.894-	.737-	.770-	.787-	.727-	.778-	.708-	.759-	.826-	.821-	.878-
MEAN WEIGHT SEC.2	.390	.386	.391	.447	.343	.443	.388	.455	.333	.523	.207	.435	.321	.317
** DISCREPENCY INDEX	1.171-	1.015-	1.246-	1.341-	1.080-	1.213-	1.175-	1.182-	1.111-	1.231-	.966-	1.261-	1.142-	1.195-

*** 2- 7 DOES YOUR SCHOOL SYSTEM HAVE AT THE PRESENT TIME

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                                   PARTICIPATION          AGE GROUP                SCHOOL SIZE                       COMMUNITY SIZE

                        GRAND                         UNDER     35-   OVER        UNDER    400-   OVER         OVER   URBAN  20000-  10000-  UNDER 
QUESTION ABBREVIATION   TOTAL         YES      NO        35      50      50          400     800     800        50000   ADJAC   50000   20000   10000 
PERSONNEL
   MEAN WEIGHT SEC.1     .821-       .671-   .896-      .820-   .798-   .846-       .799-  1.000-   .818-       .800-   .774-   .780-  1.000-   .814-
   MEAN WEIGHT SEC.2     .513        .737    .403       .640    .433    .538        .519    .522    .455        .643    .613    .440    .393    .395 

*** DISCREPENCY INDEX   1.334-      1.408-  1.299-     1.460-  1.231-  1.384-      1.318-  1.522-  1.273-      1.443-  1.387-  1.220-  1.393-  1.209-

SUPPORT
   MEAN WEIGHT SEC.1     .749-       .640-   .799-      .700-   .721-   .813-       .723-  1.000-   .818-       .686-   .667-   .820-   .857-   .744-
   MEAN WEIGHT SEC.2     .565        .787    .458       .500    .500    .703        .548    .696    .636        .686    .633    .560    .464    .395 

*** DISCREPENCY INDEX   1.314-      1.427-  1.257-     1.200-  1.221-  1.516-      1.271-  1.696-  1.454-      1.372-  1.300-  1.380-  1.321-  1.139-


****  2- 8.         DOES YOUR SCHOOL PROVIDE FOR DEVELOPING SPECIAL CURRICULUMS FOR GIFTED AND TALENTED

DEVELOP
   MEAN WEIGHT SEC.1     .451-       .211-   .569-      .451-   .423-   .484-       .434-   .652-   .455-       .457-   .452-   .412-   .607-   .405-
   MEAN WEIGHT SEC.2     .768        .842    .729       .922    .635    .859        .751    .826   1.000        .871    .903    .784    .679    .548 

*** DISCREPENCY INDEX   1.219-      1.053-  1.298-     1.373-  1.058-  1.343-      1.185-  1.478-  1.455-      1.328-  1.355-  1.196-  1.286-   .953-


****  2- 9.         DOES YOUR SCHOOL PROVIDE OPPORTUNITIES FOR IN-SERVICE TRAINING IN THE THEORY OF GIFT & T

TEACHERS
   MEAN WEIGHT SEC.1     .622-       .434-   .724-      .588-   .673-   .554-       .600-   .783-   .818-       .600-   .258-   .627-   .929-   .698-
   MEAN WEIGHT SEC.2     .778        .855    .731      1.000    .596    .877        .789    .696    .818        .900    .903    .745    .714    .581 

*** DISCREPENCY INDEX   1.400-      1.289-  1.455-     1.588-  1.269-  1.431-      1.389-  1.479-  1.636-      1.500-  1.161-  1.372-  1.643-  1.279-

ADMIN
   MEAN WEIGHT SEC.1     .665-       .444-   .782-      .653-   .725-   .565-       .665-   .667-   .818-       .691-   .310-   .694-   .778-   .744-
   MEAN WEIGHT SEC.2     .720        .833    .655       .816    .578    .855        .746    .524    .727        .809    .931    .694    .741    .465 

*** DISCREPENCY INDEX   1.385-      1.277-  1.437-     1.469-  1.303-  1.420-      1.411-  1.191-  1.545-      1.500-  1.241-  1.388-  1.519-  1.209-


****  2-10.         IN THE EVENT YOU ALREADY HAVE PROGRAMS FOR G & T DO YOU RECEIVE COOPERATION BY THE FOLLOW

PARENT
   MEAN WEIGHT SEC.1     .187        .279    .154       .190    .169    .224        .145    .474    .500        .230    .407    .222    .333    .229-
   MEAN WEIGHT SEC.2     .798        .882    .740      1.000    .685    .776        .812    .684    .875        .918    .815    .822    .750    .600 

*** DISCREPENCY INDEX    .611-       .603-   .586-      .810-   .516-   .552-       .667-   .210-   .375-       .688-   .408-   .600-   .417-   .829-
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                                   PARTICIPATION         AGE GROUP              SCHOOL SIZE                    COMMUNITY SIZE

                         GRAND                       UNDER   35-    OVER     UNDER   400-   OVER       OVER  URBAN  20000- 10000-   UNDER
QUESTION ABBREVIATION    TOTAL       YES    NO       35      50     50       400     800     800       50000 ADJAC  50000  20000    10000

BUSINESS
    MEAN WEIGHT SEC.1    .289-      .288-  .295-     .326-  .326-  .222-     .294-  .059-  .556-       .279-  .042-  .227-  .250-  .556-
    MEAN WEIGHT SEC.2    .516       .621   .443      .488   .461   .593      .515   .471   .667        .607   .833   .455   .500   .250

*** DISCREPENCY INDEX    .805-      .909-  .738-     .814-  .787-  .815-     .809-  .530- 1.223-       .886-  .875-  .682-  .750-  .806-


INDUSTRY
    MEAN WEIGHT SEC.1    .316-      .333-  .311-     .349-  .341-  .273-     .331-  .118-  .333-       .230-  .167-  .289-  .250-  .629-
    MEAN WEIGHT SEC.2    .511       .621   .434      .488   .455   .582      .509   .471   .667        .607   .833   .422   .500   .257

*** DISCREPENCY INDEX    .827-      .954-  .745-     .837-  .796-  .855-     .840-  .589- 1.000-       .837- 1.000-  .711-  .750-  .886-


PROFESS
    MEAN WEIGHT SEC.1    .142-      .119-  .157-     .143-  .191-  .109-     .147-  .000   .444-       .133-  .083   .022-  .042-  .556-
    MEAN WEIGHT SEC.2    .621       .672   .579      .810   .494   .655      .663   .471   .222        .600   .917   .667   .708   .361

*** DISCREPENCY INDEX    .763-      .791-  .736-     .953-  .685-  .764-     .810-  .471-  .666-       .733-  .834-  .689-  .750-  .917-


CHURCH
    MEAN WEIGHT SEC.1    .026       .061   .008      .000   .000   .055      .055   .000   .333-       .082   .125   .089   .167   .343-
    MEAN WEIGHT SEC.2    .674       .742   .623      .860   .511   .764      .687   .647   .556        .820   .750   .600   .667   .486

*** DISCREPENCY INDEX    .648-      .681-  .615-     .860-  .511-  .709-     .632-  .647-  .889-       .738-  .625-  .511-  .500-  .829-


OTHERS
    MEAN WEIGHT SEC.1    .258-      .318-  .230-     .186-  .330-  .218-     .276-  .000   .333-       .230-  .208-  .244-  .000   .514-
    MEAN WEIGHT SEC.2    .463       .530   .410      .535   .341   .564      .466   .471   .444        .574   .667   .400   .458   .229

*** DISCREPENCY INDEX    .721-      .848-  .640-     .721-  .671-  .782-     .742-  .471-  .777-       .804-  .875-  .644-  .458-  .743-



****  2-11.         DOES YOUR SCHOOL BOARD SUPPORT THE UTILIZATION OF COMMUNITY PERSONNEL TO EDUCATE GIFT & T

BOARD
    MEAN WEIGHT SEC.1    .140       .235   .096      .245   .052   .175      .136   .368   .091-       .292   .185   .163   .077   .128-
    MEAN WEIGHT SEC.2    .744       .838   .691      .918   .670   .684      .767   .684   .545        .923   .667   .776   .577   .564

*** DISCREPENCY INDEX    .604-      .603-  .595-     .673-  .618-  .509-     .631-  .316-  .636-       .631-  .482-  .613-  .500-  .692-


****  2-12.         IF YOU RECEIVE ADDITIONAL RESOURCES, FUNDS AND PERSONNEL, WILL YOU AND YOUR STAFF

IDENTIFY
    MEAN WEIGHT SEC.1    .545       .757   .422      .204   .615   .712      .511   .667   .818        .682   .654   .542   .481   .275
    MEAN WEIGHT SEC.2    .885      1.143   .748      .980   .813   .898      .875   .762  1.364        .985  1.077   .938   .778   .625

*** DISCREPENCY INDEX    .340-      .386-  .326-     .776-  .198-  .186-     .364-  .095-  .546-       .303-  .423-  .396-  .297-  .350-
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
IMPLEMENT														
MEAN WEIGHT SEC.1	.397	.708	.226	.020	.469	.567	.364	.619	.455	.455	.615	.426	.259	.195
MEAN WEIGHT SEC.2	.866	1.125	.729	.939	.781	.900	.869	.762	1.091	.939	1.000	.915	.778	.683
*** DISCREPENCY INDEX	.469-	.417-	.503-	.919-	.312-	.333-	.505-	.143-	.636-	.484-	.385-	.489-	.519-	.488-
PARTICIPATE														
MEAN WEIGHT SEC.1	.481	.710	.353	.245	.531	.561	.448	.700	.545	.636	.560	.362	.615	.250
MEAN WEIGHT SEC.2	.796	1.072	.654	.796	.760	.807	.770	.800	1.273	.894	1.080	.660	.808	.625
*** DISCREPENCY INDEX	.315-	.362-	.301-	.551-	.229-	.246-	.322-	.100-	.728-	.258-	.520-	.298-	.193-	.375-
APPOINT														
MEAN WEIGHT SEC.1	.351	.609	.212	.122	.411	.404	.291	.667	.636	.485	.640	.234	.346	.051
MEAN WEIGHT SEC.2	.785	1.043	.652	.816	.695	.860	.762	.810	1.182	.848	1.040	.745	.769	.590
*** DISCREPENCY INDEX	.434-	.434-	.440-	.694-	.284-	.456-	.471-	.143-	.546-	.363-	.400-	.511-	.423-	.539-
**** 2-13. IS EACH OF THE FOLLOWING DIAGNOSTIC TECHNIQUES USED TO IDENTIFY GIFTED AND TALENTED														
TEST IQ														
MEAN WEIGHT SEC.1	.512	.743	.374	.320	.540	.613	.459	.727	.909	.727	.233	.396	.357	.605
MEAN WEIGHT SEC.2	.576	.730	.489	.440	.570	.694	.525	.727	1.182	.727	.400	.500	.357	.674
*** DISCREPENCY INDEX	.064-	.013	.115-	.120-	.030-	.081-	.066-	.000	.273-	.000	.167-	.104-	.000	.069-
ACHIEVE														
MEAN WEIGHT SEC.1	.790	.919	.716	.760	.780	.844	.773	.818	1.000	.851	.700	.776	.857	.721
MEAN WEIGHT SEC.2	.872	1.000	.809	.880	.780	1.031	.854	.909	1.182	.910	1.000	.816	.750	.837
*** DISCREPENCY INDEX	.082-	.081-	.093-	.120-	.000	.187-	.081-	.091-	.182-	.059-	.300-	.040-	.107	.116-
G.P.AVG														
MEAN WEIGHT SEC.1	.089	.361	.080-	.320-	.134	.311	.050	.286	.455	.090	.074	.021-	.250	.093
MEAN WEIGHT SEC.2	.423	.583	.328	.140	.381	.721	.394	.619	.545	.388	.556	.319	.500	.442
*** DISCREPENCY INDEX	.334-	.222-	.408-	.460-	.247-	.410-	.344-	.333-	.090-	.298-	.482-	.340-	.250-	.349-
SELECT														
MEAN WEIGHT SEC.1	.324-	.208-	.384-	.640-	.286-	.167-	.428-	.190	.455	.194-	.222-	.458-	.407-	.395-
MEAN WEIGHT SEC.2	.150	.278	.065	.060-	.092	.433	.106	.476	.273	.239	.148	.083	.148	.116
*** DISCREPENCY INDEX	.474-	.486-	.449-	.580-	.378-	.600-	.534-	.286-	.182	.433-	.370-	.541-	.555-	.511-

PRIVATE SCHOOL PRINCIPALS RESPONSES
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
CREATIVITY														
MEAN WEIGHT SEC.1	.757-	.676-	.799-	.720-	.847-	.672-	.762-	.667-	1.000-	.597-	.893-	.813-	.929-	.744-
MEAN WEIGHT SEC.2	.500	.549	.475	.780	.347	.508	.481	.762	.364	.582	.571	.479	.429	.395
*** DISCREPENCY INDEX	1.257-	1.225-	1.274-	1.500-	1.194-	1.180-	1.243-	1.429-	1.364-	1.179-	1.464-	1.292-	1.358-	1.139-
PERSONALTY														
MEAN WEIGHT SEC.1	.723-	.662-	.754-	.735-	.765-	.672-	.733-	.667-	.818-	.515-	.893-	.729-	.929-	.791-
MEAN WEIGHT SEC.2	.366	.493	.290	.449	.204	.557	.344	.619	.273	.439	.571	.229	.357	.279
*** DISCREPENCY INDEX	1.089-	1.155-	1.044-	1.184-	.969-	1.229-	1.077-	1.286-	1.091-	.954-	1.464-	.958-	1.286-	1.070-
APTITUDE														
MEAN WEIGHT SEC.1	.616	.577-	.628-	.694-	.596-	.583-	.659-	.524-	.273-	.561-	.607-	.681-	.714-	.595-
MEAN WEIGHT SEC.2	.627	.676	.606	.776	.485	.733	.581	.952	.818	.727	.821	.553	.500	.500
*** DISCREPENCY INDEX	1.245-	1.253-	1.234-	1.470-	1.081-	1.316-	1.240-	1.476-	1.091-	1.288-	1.428-	1.234-	1.214-	1.095-
JUDGEMNT														
MEAN WEIGHT SEC.1	.362-	.264-	.409-	.320-	.357-	.393-	.361-	.286-	.636-	.179-	.259-	.383-	.630-	.558-
MEAN WEIGHT SEC.2	.577	.639	.547	.700	.551	.508	.561	.714	.636	.642	.778	.511	.556	.419
*** DISCREPENCY INDEX	.939-	.903-	.956-	1.020-	.908-	.901-	.922-	1.000-	1.272-	.821-	1.037-	.894-	1.186-	.977-
ESSAYS														
MEAN WEIGHT SEC.1	.090-	.014	.148-	.204-	.082-	.016-	.163-	.476	.091	.030	.148	.191-	.111-	.326-
MEAN WEIGHT SEC.2	.602	.722	.526	.673	.505	.672	.545	.952	.909	.712	.741	.404	.593	.535
*** DISCREPENCY INDEX	.692-	.708-	.674-	.877-	.587-	.688-	.708-	.476-	.818-	.682-	.593-	.595-	.704-	.861-
INTEREST														
MEAN WEIGHT SEC.1	.341-	.278-	.370-	.469-	.320-	.262-	.360-	.286-	.273-	.182-	.393-	.255-	.654-	.488-
MEAN WEIGHT SEC.2	.626	.708	.570	.673	.546	.689	.584	.810	1.000	.742	.679	.511	.538	.558
*** DISCREPENCY INDEX	.967-	.986-	.940-	1.142-	.866-	.951-	.944-	1.096-	1.273-	.924-	1.072-	.766-	1.192-	1.046-
REVIEW														
MEAN WEIGHT SEC.1	.112	.292	.036	.040-	.143	.177	.099	.143	.182	.358	.179	.188	.038-	.326-
MEAN WEIGHT SEC.2	.710	.736	.696	.820	.592	.790	.713	.714	.727	.806	.964	.625	.654	.488
*** DISCREPENCY INDEX	.598-	.444-	.660-	.860-	.449-	.613-	.614-	.571-	.545-	.448-	.785-	.437-	.692-	.814-

RECORDS 141

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
MEAN WEIGHT SEC.1	.230-	.041	.382-	.388-	.173-	.194-	.212-	.091-	.909-	.000	.172-	.370-	.296-	.465-
MEAN WEIGHT SEC.2	.408	.493	.353	.224	.388	.548	.408	.500	.273	.470	.448	.391	.444	.256
*** DISCREPENCY INDEX	.638-	.452-	.735-	.612-	.561-	.742-	.620-	.591-	1.182-	.470-	.620-	.761-	.740-	.721-
OBSERVE														
MEAN WEIGHT SEC.1	.606-	.500-	.650-	.480-	.633-	.672-	.600-	.571-	.727-	.552-	.444-	.681-	.679-	.698-
MEAN WEIGHT SEC.2	.390	.444	.350	.520	.255	.459	.372	.571	.364	.507	.407	.298	.500	.209
*** DISCREPENCY INDEX	.996-	.944-	1.000-	1.000-	.888-	1.131-	.972-	1.142-	1.091-	1.059-	.851-	.979-	1.179-	.907-
NOMINATE														
MEAN WEIGHT SEC.1	.095-	.097	.185-	.140-	.000	.217-	.128-	.250	.091-	.136	.185-	.128-	.222-	.302-
MEAN WEIGHT SEC.2	.588	.681	.533	.640	.557	.537	.547	.750	1.000	.833	.407	.574	.481	.395
*** DISCREPENCY INDEX	.683-	.584-	.718-	.780-	.557-	.784-	.675-	.500-	1.091-	.697-	.592-	.702-	.703-	.697-
VOLUNTEER														
MEAN WEIGHT SEC.1	.410-	.338-	.444-	.520-	.320-	.475-	.466-	.000	.182-	.227-	.185-	.468-	.654-	.651-
MEAN WEIGHT SEC.2	.462	.521	.422	.620	.371	.441	.416	.650	.909	.591	.630	.319	.346	.372
*** DISCREPENCY INDEX	.872-	.859-	.866-	1.140-	.691-	.916-	.882-	.650-	1.091-	.818-	.815-	.787-	1.000-	1.023-
**** 2-14. CHECK WHETHER EACH OF THE FOLLOWING PROGRAMS FOR GIFT & TALENT IS OFFERED IN YOUR SCHOOL														
ABILITY														
MEAN WEIGHT SEC.1	.441	.472	.423	.429	.378	.525	.406	.810	.273	.418	.714	.542	.519	.146
MEAN WEIGHT SEC.2	.972	1.028	.927	1.082	.837	1.049	.950	1.190	1.000	.940	1.179	.958	.926	.927
*** DISCREPENCY INDEX	.531-	.556-	.504-	.653-	.459-	.524-	.544-	.380-	.727-	.522-	.465-	.416-	.407-	.781-
TIME														
MEAN WEIGHT SEC.1	.259-	.139-	.316-	.510-	.102-	.311-	.279-	.333-	.091	.209-	.286-	.085-	.444-	.415-
MEAN WEIGHT SEC.2	.816	.903	.779	.816	.765	.869	.804	.905	.909	.806	.929	.872	.630	.829
*** DISCREPENCY INDEX	1.075-	1.042-	1.095-	1.326-	.867-	1.180-	1.083-	1.238-	.818-	1.015-	1.215-	.957-	1.074-	1.244-
FULL TIME														
MEAN WEIGHT SEC.1	.915-	.901-	.920-	.917-	.899-	.950-	.939-	.857-	.636-	.833-	1.000-	.938-	.889-	.976-
MEAN WEIGHT SEC.2	.099	.197	.029	.104	.111-	.350	.061	.524	.091-	.121	.286	.042-	.000	.195
*** DISCREPENCY INDEX	1.014-	1.098-	.949-	1.021-	.788-	1.300-	1.000-	1.381-	.545-	.954-	1.286-	.896-	.889-	1.171-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
MAGNET TYP														
MEAN WEIGHT SEC.1	.925-	.887-	.942-	.939-	.929-	.915-	.927-	.864-	1.000-	.910-	.929-	.957-	.963-	.878-
MEAN WEIGHT SEC.2	.000	.099	.058-	.082	.131-	.102	.039-	.500	.364-	.060	.071	.106-	.074-	.073
*** DISCREPENCY INDEX	.925-	.986-	.884-	1.021-	.798-	1.017-	.888-	1.364-	.636-	.970-	1.000-	.851-	.889-	.951-
ACCELERATE														
MEAN WEIGHT SEC.1	.629-	.639-	.620-	.551-	.636-	.667-	.609-	.591-	1.000-	.567-	.643-	.583-	.815-	.634-
MEAN WEIGHT SEC.2	.160-	.042-	.219-	.061-	.273-	.050-	.173-	.091	.455-	.104-	.036-	.229-	.185-	.195-
*** DISCREPENCY INDEX	.469-	.597-	.401-	.490-	.363-	.617-	.436-	.682-	.545-	.463-	.607-	.354-	.630-	.439-
SKIPPING														
MEAN WEIGHT SEC.1	.695-	.577-	.748-	.750-	.735-	.576-	.734-	.381-	.818-	.652-	.679-	.766-	.577-	.756-
MEAN WEIGHT SEC.2	.214-	.155-	.237-	.125-	.347-	.102-	.232-	.048	.455-	.121-	.250-	.298-	.154-	.244-
*** DISCREPENCY INDEX	.481-	.422-	.511-	.625-	.388-	.474-	.502-	.429-	.363-	.531-	.429-	.468-	.423-	.512-
PLACEMENT														
MEAN WEIGHT SEC.1	.635-	.577-	.654-	.694-	.541-	.729-	.657-	.714-	.091-	.567-	.429-	.638-	.741-	.800-
MEAN WEIGHT SEC.2	.360	.352	.368	.449	.347	.254	.343	.381	.636	.403	.571	.255	.370	.275
*** DISCREPENCY INDEX	.995-	.929-	1.022-	1.143-	.888-	.983-	1.000-	1.095-	.727-	.970-	1.000-	.893-	1.111-	1.075-
VISITING														
MEAN WEIGHT SEC.1	.670-	.671-	.659-	.510-	.673-	.789-	.688-	.524-	.636-	.446-	.786-	.723-	.815-	.775-
MEAN WEIGHT SEC.2	.311	.286	.333	.571	.265	.140	.352	.095	.091	.415	.429	.255	.259	.150
*** DISCREPENCY INDEX	.981-	.957-	.992-	1.081-	.938-	.929-	1.040-	.619-	.727-	.861-	1.215-	.978-	1.074-	.925-
CREDIT														
MEAN WEIGHT SEC.1	.776-	.694-	.815-	.857-	.771-	.717-	.768-	.714-	1.000-	.682-	.857-	.729-	.815-	.900-
MEAN WEIGHT SEC.2	.176	.264	.133	.327	.125	.117	.164	.333	.091	.288	.250	.042	.259	.075
*** DISCREPENCY INDEX	.952-	.958-	.948-	1.184-	.896-	.834-	.932-	1.047-	1.091-	.970-	1.107-	.771-	1.074-	.975-
ENRICH														
MEAN WEIGHT SEC.1	.352	.521	.263	.204	.394	.433	.279	.682	.818	.478	.517	.354	.222	.075
MEAN WEIGHT SEC.2	.972	1.027	.934	1.020	.960	.917	.939	1.136	1.273	1.134	1.138	.833	.926	.750
*** DISCREPENCY INDEX	.620-	.506-	.671-	.816-	.566-	.484-	.660-	.454-	.455-	.656-	.621-	.479-	.704-	.675-

ADVANCED

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
MEAN WEIGHT SEC.1	.542-	.472-	.566-	.633-	.490-	.567-	.598-	.476-	.273	.388-	.536-	.667-	.741-	.561-
MEAN WEIGHT SEC.2	.665	.722	.625	.796	.592	.650	.626	.952	.818	.776	.786	.604	.444	.585
*** DISCREPENCY INDEX	1.207-	1.194-	1.191-	1.429-	1.082-	1.217-	1.224-	1.428-	.545-	1.164-	1.322-	1.271-	1.185-	1.146-
ACTIVITIES														
MEAN WEIGHT SEC.1	.147-	.070	.279-	.184-	.134-	.150-	.196-	.100-	.636	.015	.143-	.250-	.115-	.341-
MEAN WEIGHT SEC.2	.754	.803	.721	.918	.670	.717	.754	.750	.818	.924	.821	.667	.615	.585
*** DISCREPENCY INDEX	.901-	.733-	1.000-	1.102-	.804-	.867-	.950-	.850-	.182-	.909-	.964-	.917-	.730-	.926-
INSTRUCTION														
MEAN WEIGHT SEC.1	.575-	.466-	.637-	.531-	.571-	.639-	.581-	.500-	.800-	.448-	.714-	.596-	.815-	.561-
MEAN WEIGHT SEC.2	.637	.616	.644	.796	.541	.639	.637	.818	.300	.716	.821	.596	.185	.683
*** DISCREPENCY INDEX	1.212-	1.082-	1.281-	1.327-	1.112-	1.278-	1.218-	1.318-	1.100-	1.164-	1.535-	1.192-	1.000-	1.244-
COUNSELING														
MEAN WEIGHT SEC.1	.552-	.347-	.649-	.633-	.526-	.517-	.573-	.524-	.400-	.493-	.556-	.511-	.815-	.525-
MEAN WEIGHT SEC.2	.543	.736	.440	.592	.505	.517	.551	.524	.500	.642	.444	.532	.259	.625
*** DISCREPENCY INDEX	1.095-	1.083-	1.089-	1.225-	1.031-	1.034-	1.124-	1.048-	.900-	1.135-	1.000-	1.043-	1.074-	1.150-
MENTOR														
MEAN WEIGHT SEC.1	.725-	.696-	.746-	.694-	.802-	.655-	.699-	.900-	.800-	.652-	.769-	.739-	.815-	.775-
MEAN WEIGHT SEC.2	.333	.391	.291	.490	.219	.345	.318	.350	.600	.545	.269	.348	.148	.150
*** DISCREPENCY INDEX	1.058-	1.087-	1.037-	1.184-	1.021-	1.000-	1.017-	1.250-	1.400-	1.197-	1.035-	1.087-	.963-	.925-
PEERS														
MEAN WEIGHT SEC.1	.175	.217	.149	.292	.219	.000	.170	.300	.111	.239	.185	.130	.077-	.256
MEAN WEIGHT SEC.2	.617	.594	.619	.938	.552	.431	.642	.500	.444	.716	.519	.696	.538	.436
*** DISCREPENCY INDEX	.442-	.377-	.470-	.646-	.333-	.431-	.472-	.200-	.333-	.477-	.334-	.566-	.615-	.180-
RELEASED														
MEAN WEIGHT SEC.1	.635-	.522-	.681-	.714-	.551-	.702-	.722-	.476-	.400	.299-	.923-	.822-	.926-	.610-
MEAN WEIGHT SEC.2	.486	.478	.489	.469	.500	.421	.466	.571	.700	.761	.538	.422	.296	.220
*** DISCREPENCY INDEX	1.121-	1.000-	1.170-	1.183-	1.051-	1.123-	1.188-	1.047-	.300-	1.060-	1.461-	1.244-	1.222-	.830-
SUMMER														
MEAN WEIGHT SEC.1	.597-	.529-	.647-	.667-	.594-	.569-	.610-	.579-	.333-	.522-	.538-	.596-	.808-	.667-
MEAN WEIGHT SEC.2	.447	.429	.444	.583	.344	.431	.463	.316	.444	.552	.577	.447	.192	.333
*** DISCREPENCY INDEX	1.044-	.958-	1.091-	1.250-	.938-	1.000-	1.073-	.895-	.777-	1.074-	1.115-	1.043-	1.000-	1.000-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
ITINERANT														
MEAN WEIGHT SEC.1	.873-	.871-	.870-	.878-	.904-	.825-	.862-	.895-	1.000-	.818-	1.000-	.870-	.923-	.846-
MEAN WEIGHT SEC.2	.529	.429	.565	.694	.415	.509	.511	.737	.500	.652	.615	.435	.308	.538
*** DISCREPENCY INDEX	1.402-	1.300-	1.435-	1.572-	1.319-	1.334-	1.373-	1.632-	1.500-	1.470-	1.615-	1.305-	1.231-	1.384-
EARLY GRAD														
MEAN WEIGHT SEC.1	.535-	.485-	.552-	.500-	.531-	.571-	.658-	.333-	.111	.500-	.444-	.476-	.692-	.583-
MEAN WEIGHT SEC.2	.109	.242	.045	.364	.020-	.071	.025	.250	.667	.294	.111	.048-	.077	.000
*** DISCREPENCY INDEX	.644-	.727-	.597-	.864-	.511-	.642-	.683-	.583-	.556-	.794-	.555-	.428-	.769-	.583-
COLLEGE														
MEAN WEIGHT SEC.1	.467-	.500-	.443-	.500-	.422-	.5[illegible]2-	.618-	.500-	.778	.344-	.375-	.500-	.727-	.524-
MEAN WEIGHT SEC.2	.189	.214	.180	.450	.178	.083-	.176	.000	.556	.188	.000	.278	.182	.190
*** DISCREPENCY INDEX	.656-	.714-	.623-	.950-	.600-	.459-	.794-	.500-	.222	.532-	.375-	.778-	.909-	.714-

**** 2-15. CHECK THE PROGRAM AREAS WHICH RECEIVE INSTRUCTIONAL EMPHASIS FOR GIFT & TALENT IN SCHOOL

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
LANGUAGE														
MEAN WEIGHT SEC.1	.239	.486	.105	.061-	.355	.305	.195	.474	.455	.438	.179	.149	.192	.077
MEAN WEIGHT SEC.2	.976	1.014	.955	1.020	.914	1.000	.937	1.368	1.000	1.094	1.036	1.000	.923	.769
*** DISCREPENCY INDEX	.737-	.528-	.850-	1.081-	.559-	.695-	.742-	.894-	.545-	.656-	.857-	.851-	.731-	.692-
FOR LANG														
MEAN WEIGHT SEC.1	.534-	.542-	.531-	.612-	.482-	.529-	.635-	.000	.091	.317-	.500-	.667-	.522-	.763-
MEAN WEIGHT SEC.2	.577	.644	.555	.816	.482	.510	.522	1.000	.727	.717	.808	.429	.652	.316
*** DISCREPENCY INDEX	1.111-	1.186-	1.086-	1.428-	.964-	1.039-	1.157-	1.000-	.636-	1.034-	1.308-	1.096-	1.174-	1.079-
SCIENCE														
MEAN WEIGHT SEC.1	.051-	.191	.188-	.429-	.067	.073	.108-	.211	.455	.016	.222	.178-	.192-	.135-
MEAN WEIGHT SEC.2	.843	.897	.820	.939	.756	.873	.808	1.105	1.000	.984	.963	.822	.808	.595
*** DISCREPENCY INDEX	.894-	.706-	1.008-	1.368-	.689-	.800-	.916-	.894-	.545-	.968-	.741-	1.000-	1.000-	.730-
MATH														
MEAN WEIGHT SEC.1	.209	.431	.098	.041-	.255	.339	.208	.143	.455	.190	.138	.239	.214	.231
MEAN WEIGHT SEC.2	.913	.986	.879	1.020	.840	.898	.890	1.048	1.091	1.048	.966	.913	.857	.718
*** DISCREPENCY INDEX	.704-	.555-	.781-	1.061-	.585-	.559-	.682-	.905-	.636-	.858-	.828-	.674-	.643-	.487-

QUESTION ABBREVIATION	GRAND TOTAL	PARTICIPATION YES	PARTICIPATION NO	AGE GROUP UNDER 35	AGE GROUP 35-50	AGE GROUP OVER 50	SCHOOL SIZE UNDER 400	SCHOOL SIZE 400-800	SCHOOL SIZE OVER 800	COMMUNITY SIZE OVER 50000	COMMUNITY SIZE URBAN ADJAC	COMMUNITY SIZE 20000-50000	COMMUNITY SIZE 10000-20000	COMMUNITY SIZE UNDER 10000
SOC STUDIES														
MEAN WEIGHT SEC.1	.357-	.188-	.438-	.612-	.278-	.302-	.430-	.053-	.091	.397-	.148-	.222-	.478-	.526-
MEAN WEIGHT SEC.2	.709	.844	.654	.694	.578	.887	.679	1.000	.727	.825	.852	.689	.739	.421
*** DISCREPENCY INDEX	1.066-	1.032-	1.092-	1.306-	.856-	1.189-	1.109-	1.053-	.636-	1.222-	1.000-	.911-	1.217-	.947-
ART MUSIC														
MEAN WEIGHT SEC.1	.191-	.000	.300-	.347-	.161-	.094-	.265-	.000	.455	.063-	.071-	.273-	.360-	.316-
MEAN WEIGHT SEC.2	.844	.881	.823	1.020	.742	.830	.825	.952	1.000	1.016	.857	.727	.920	.658
*** DISCREPENCY INDEX	1.035-	.881-	1.123-	1.367-	.903-	.924-	1.090-	.952-	.545-	1.079-	.928-	1.000-	1.280-	.974-
PHYSICAL														
MEAN WEIGHT SEC.1	.574-	.400-	.662-	.714-	.500-	.596-	.570-	.550-	.636-	.556-	.577-	.400-	.833-	.684-
MEAN WEIGHT SEC.2	.741	.769	.731	.878	.652	.788	.721	1.000	.636	.857	.769	.733	.792	.526
*** DISCREPENCY INDEX	1.315-	1.169-	1.393-	1.592-	1.152-	1.384-	1.291-	1.550-	1.272-	1.413-	1.346-	1.133-	1.625-	1.210-
LEADERSHIP														
MEAN WEIGHT SEC.1	.551-	.359-	.646-	.531-	.589-	.528-	.552-	.684-	.273-	.587-	.577-	.435-	.435-	.684-
MEAN WEIGHT SEC.2	.796	.844	.777	.918	.756	.755	.812	.684	.818	.841	.846	.848	.913	.553
*** DISCREPENCY INDEX	1.347-	1.203-	1.423-	1.449-	1.345-	1.283-	1.364-	1.368-	1.091-	1.428-	1.423-	1.283-	1.348-	1.237-
VOC MECH														
MEAN WEIGHT SEC.1	.713-	.692-	.733-	.684-	.659-	.857-	.773-	.800-	.400-	.667-	.625-	.765-	.833-	.706-
MEAN WEIGHT SEC.2	.264	.423	.200	.632	.159	.190	.288	.300-	.700	.394	.000	.294	.167	.176
*** DISCREPENCY INDEX	.977-	1.115-	.933-	1.316-	.818-	1.047-	1.061-	.500-	1.100-	1.061-	.625-	1.059-	1.000-	.882-

**** 2-16. DEGREE OF DIFFUCULTY FOR INITIATING OR EXPANDING PROGRAMS FOR GIFTED AND TALENTED

QUESTION ABBREVIATION	GRAND TOTAL	PARTICIPATION YES	PARTICIPATION NO	AGE GROUP UNDER 35	AGE GROUP 35-50	AGE GROUP OVER 50	SCHOOL SIZE UNDER 400	SCHOOL SIZE 400-800	SCHOOL SIZE OVER 800	COMMUNITY SIZE OVER 50000	COMMUNITY SIZE URBAN ADJAC	COMMUNITY SIZE 20000-50000	COMMUNITY SIZE 10000-20000	COMMUNITY SIZE UNDER 10000
INADEQUATE														
MEAN WEIGHT	.681	.836	.600	.723	.573	.816	.641	.850	.818	.597	.875	.452	.783	.771
INSUFF $														
MEAN WEIGHT	2.481	2.643	2.415	2.571	2.552	2.310	2.434	2.739	2.727	2.606	2.724	2.313	2.520	2.237
KNOWLEDGE														
MEAN WEIGHT	1.802	1.621	1.887	1.958	1.720	1.772	1.792	1.864	1.909	1.908	1.815	1.652	2.083	1.658

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
PERSONNEL														
MEAN WEIGHT	2.361	2.358	2.356	2.388	2.340	2.368	2.327	2.591	2.455	2.406	2.571	2.245	2.600	2.158
TRAINING														
MEAN WEIGHT	1.951	1.791	2.015	2.083	1.798	2.036	1.893	2.304	2.000	2.123	1.897	1.848	2.167	1.703
SUPPORT														
MEAN WEIGHT	.796	.803	.758	.750	.677	.946	.743	1.000	1.273	.815	.964	.689	.875	.737
FACILITIES														
MEAN WEIGHT	1.902	2.059	1.821	1.918	2.000	1.690	1.865	2.087	2.091	1.955	2.138	1.644	2.200	1.684
MATERIALS														
MEAN WEIGHT	1.864	1.815	1.878	1.979	1.758	1.911	1.866	1.818	2.000	1.859	2.000	1.711	2.208	1.730
REFERRAL														
MEAN WEIGHT	1.827	1.698	1.892	2.063	1.742	1.800	1.810	1.773	2.182	1.828	1.786	1.682	2.087	1.861
INTEREST														
MEAN WEIGHT	1.086	1.015	1.132	1.298	.826	1.345	1.061	1.364	1.000	.891	1.107	1.109	1.417	1.200
CONSULTANTS														
MEAN WEIGHT	1.820	1.585	1.932	1.813	1.720	1.981	1.820	1.857	1.727	1.734	1.929	1.844	2.083	1.622
PRIORITIES														
MEAN WEIGHT	2.069	1.877	2.163	2.143	1.956	2.172	2.041	2.227	2.091	2.123	2.148	2.064	2.174	1.821
OTHERS														
MEAN WEIGHT	1.139	1.273	1.063	1.409	1.091	.933	1.079	1.000	1.600	1.042	1.000	1.133	1.286	1.238

**** 2-17. HOW ESSENTIAL IS EACH OF THE FOLLOWING FACTORS IN PROVIDING PROGRAMS FOR GIFT AND TALENT

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
SUF NBR														
MEAN WEIGHT	1.837	1.789	1.881	1.708	1.828	1.984	1.786	2.174	1.818	1.896	2.357	1.723	1.875	1.500
COM INT														
MEAN WEIGHT	1.729	1.743	1.724	1.625	1.677	1.887	1.703	1.913	1.818	1.881	1.929	1.702	1.542	1.500

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
TEACHER														
MEAN WEIGHT	2.411	2.549	2.356	2.438	2.500	2.290	2.414	2.391	2.455	2.507	2.517	2.438	2.458	2.100
QUALIFIED														
MEAN WEIGHT	2.120	2.070	2.133	2.083	2.011	2.290	2.098	2.435	1.909	2.134	2.107	2.313	1.958	2.000
AWARENESS														
MEAN WEIGHT	2.135	2.113	2.133	2.396	2.032	2.097	2.162	2.130	1.818	2.197	2.310	2.128	2.250	1.850
IDENTIF														
MEAN WEIGHT	1.961	2.029	1.925	2.021	1.915	1.983	1.942	2.261	1.636	1.985	1.964	2.065	2.042	1.750
TRAINING														
MEAN WEIGHT	2.266	2.217	2.279	2.417	2.117	2.361	2.302	2.217	1.909	2.242	2.448	2.362	2.208	2.100
SUPPORT														
MEAN WEIGHT	2.555	2.614	2.515	2.604	2.568	2.475	2.540	2.565	2.818	2.552	2.759	2.553	2.667	2.350
FUNDING														
MEAN WEIGHT	2.389	2.500	2.319	2.188	2.453	2.433	2.364	2.609	2.455	2.373	2.655	2.370	2.417	2.275
FACILITIES														
MEAN WEIGHT	1.850	2.000	1.791	1.771	1.874	1.881	1.826	2.130	1.727	1.806	2.429	1.783	2.042	1.525
OTHERS														
MEAN WEIGHT	.742	1.091	.550	1.600	.706	.333	.577	.000	1.250	.917	.000	1.143	.000	.571
**** 2-18.	TO WHAT EXTENT DO YOU DISAGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS													
IDENT														
MEAN WEIGHT	.024-	.000	.044-	.060-	.216-	.328	.028	.000	.818-	.221-	.034-	.043	.240	.122
FUNDING														
MEAN WEIGHT	.431	.478	.394	.360	.376	.534	.454	.211	.400	.470	.577	.244	.360	.525
FEDERAL														
MEAN WEIGHT	1.005	1.099	.949	.980	.907	1.138	.983	1.143	1.000	1.060	1.138	.935	.800	1.024

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
INDIANA MEAN WEIGHT	.792	.794	.779	.760	.688	.947	.764	1.143	.455	.836	1.071	.756	.708	.634
COUNCIL MEAN WEIGHT	.732	.824	.679	.780	.543	.947	.717	1.150	.182	.727	1.000	.841	.560	.585
CONSULT MEAN WEIGHT	.810	.887	.765	.820	.742	.881	.763	1.190	.818	.851	1.276	.652	.800	.561
APPROVE MEAN WEIGHT	.519	.574	.481	.520	.389	.684	.523	.950	.455-	.455	.593	.556	.480	.537
TRAINING MEAN WEIGHT	.659	.783	.581	.580	.490	.948	.631	.950	.545	.621	.828	.711	.640	.537
DEVELOP MEAN WEIGHT	.913	.926	.890	.920	.789	1.052	.909	1.100	.600	.924	1.222	.826	.960	.732

**** 2-19. WHICH ONE OF THE FOLLOWING STATEMENTS BEST EXPRESSES THE WAY YOU FEEL ABOUT GIFT & TALENT

ALREADY PRIVILEGED	8 3.77	1 12.50 (1.35)	7 87.50 (5.19)	0 .00 (0)	5 62.50 (5.10)	3 37.50 (5.00)	8 100.00 (4.47)	0 .00 (0)	0 .00 (0)	2 25.00 (2.99)	1 12.50 (3.33)	2 25.00 (4.26)	1 12.50 (3.70)	2 25.00 (5.13)
EXPENSIVE FRILL	6 2.83	1 16.67 (1.35)	5 83.33 (3.70)	2 33.33 (4.08)	3 50.00 (3.06)	1 16.67 (1.67)	5 83.33 (2.79)	0 .00 (0)	1 16.67 (9.09)	3 50.00 (4.48)	0 .00 (0)	0 .00 (0)	1 16.67 (3.70)	2 33.33 (5.13)
THEY WILL SUCCEED	24 11.32	3 12.50 (4.05)	21 87.50 (15.56)	7 29.17 (14.29)	9 37.50 (9.18)	8 33.33 (13.33)	16 66.67 (8.94)	3 12.50 (14.29)	4 16.67 (36.36)	10 41.67 (14.93)	5 20.83 (16.67)	4 16.67 (8.51)	1 4.17 (3.70)	4 16.67 (10.26)
NEED ASSISTANCE	58 27.36	26 44.83 (35.14)	31 53.45 (22.96)	8 13.79 (16.33)	29 50.00 (29.59)	20 34.48 (33.33)	47 81.03 (26.26)	7 12.07 (33.33)	4 6.90 (36.36)	22 37.93 (32.84)	7 12.07 (23.33)	13 22.41 (27.66)	6 10.34 (22.22)	10 17.24 (25.64)
EDUCATIONAL NEGLECT	76 35.85	30 39.47 (40.54)	44 57.89 (32.59)	17 22.37 (34.69)	32 42.11 (32.65)	23 30.26 (38.33)	65 85.53 (36.31)	10 13.16 (47.62)	1 1.32 (9.09)	18 23.68 (26.87)	13 17.11 (43.33)	17 22.37 (36.17)	13 17.11 (48.15)	14 18.42 (35.90)
NONE OF THE ABOVE	40 18.87	13 32.50 (17.57)	27 67.50 (20.00)	15 37.50 (30.61)	20 50.00 (20.41)	5 12.50 (8.33)	38 95.00 (21.23)	1 2.50 (4.76)	1 2.50 (9.09)	12 30.00 (17.91)	4 10.00 (13.33)	11 27.50 (23.40)	5 12.50 (18.52)	7 17.50 (17.95)
*** TOTALS LINE ***	212	74	135	49	98	60	179	21	11	67	30	47	27	39

**** 2-20. WHICH FOLLOWING STATEMENT BEST DESCRIBES THE STATUS OF THE NEEDS OF G & T IN YOUR SCHOOL

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
ACCOMODATING/IMPROVE	13 6.05	6 46.15 (8.11)	7 53.85 (5.11)	2 15.38 (4.00)	6 46.15 (6.19)	5 38.46 (7.94)	12 92.31 (6.63)	1 7.69 (4.55)	0 .00 (0)	5 38.46 (7.58)	1 7.69 (3.33)	4 30.77 (8.16)	1 7.69 (3.70)	1 7.69 (2.44)
ACCOMODATING/ADEQUAT	48 22.33	19 39.58 (25.68)	28 58.33 (20.44)	7 14.58 (14.00)	22 45.83 (22.68)	18 37.50 (28.57)	35 72.92 (19.34)	4 8.33 (18.18)	9 18.75 (81.82)	17 35.42 (25.76)	8 16.67 (26.67)	9 18.75 (18.37)	4 8.33 (14.81)	10 20.83 (24.39)
ACCOMODATING/SPORADI	47 21.86	14 29.79 (18.92)	33 70.21 (24.09)	12 25.53 (24.00)	24 51.06 (24.74)	10 21.28 (15.87)	42 89.36 (23.20)	5 10.64 (22.73)	0 .00 (0)	17 36.17 (25.76)	9 19.15 (30.00)	6 12.77 (12.24)	7 14.89 (25.93)	8 17.02 (19.51)
NOT ACCOMODATED	92 42.79	33 35.87 (44.59)	56 60.87 (40.88)	24 26.09 (48.00)	37 40.22 (38.14)	28 30.43 (44.44)	78 84.78 (43.09)	12 13.04 (54.55)	2 2.17 (18.18)	22 23.91 (33.33)	11 11.96 (36.67)	26 28.26 (53.06)	14 15.22 (51.85)	18 19.57 (43.90)
NONE OF THE ABOVE	15 6.98	2 13.33 (2.70)	13 86.67 (9.49)	5 33.33 (10.00)	8 53.33 (8.25)	2 13.33 (3.17)	14 93.33 (7.73)	0 .00 (0)	0 .00 (0)	5 33.33 (7.58)	1 6.67 (3.33)	4 26.67 (8.16)	1 6.67 (3.70)	4 26.67 (9.76)
*** TOTALS LINE ***	215	74	137	50	97	63	181	22	11	66	30	49	27	41

**** 2-21. APPROXIMATELY HOW MUCH ADDITIONAL MONEY DO YOU THINK YOU WILL NEED PER EACH G & T STUDENT

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
I AM NOT SURE	122 61.00	37 30.33 (50.00)	83 68.03 (62.41)	31 25.41 (62.00)	48 39.34 (52.17)	41 33.61 (65.08)	110 90.16 (62.15)	7 5.74 (33.33)	5 4.10 (45.45)	36 29.51 (54.55)	13 10.66 (44.83)	29 23.77 (63.04)	19 15.57 (70.37)	24 19.67 (60.00)
$ 200.00 OR LESS	14 7.00	3 21.43 (4.05)	11 78.57 (8.27)	4 28.57 (8.00)	7 50.00 (7.61)	2 14.29 (3.17)	10 71.43 (5.65)	2 14.29 (9.52)	1 7.14 (9.09)	6 42.86 (9.09)	0 .00 (0)	3 21.43 (6.52)	1 7.14 (3.70)	3 21.43 (7.50)
BETWEEN $200 - $500	46 23.00	20 43.48 (27.03)	25 54.35 (18.80)	8 17.39 (16.00)	23 50.00 (25.00)	13 28.26 (20.63)	39 84.78 (22.03)	6 13.04 (28.57)	1 2.17 (9.09)	15 32.61 (22.73)	11 23.91 (37.93)	11 23.91 (23.91)	3 6.52 (11.11)	6 13.04 (15.00)
BETWEEN $500 - $1000	12 6.00	5 41.67 (6.76)	7 58.33 (5.26)	2 16.67 (4.00)	8 66.67 (8.70)	2 16.67 (3.17)	6 50.00 (3.39)	5 41.67 (23.81)	1 8.33 (9.09)	4 33.33 (6.00)	4 33.33 (13.79)	2 16.67 (4.35)	1 8.33 (3.70)	1 8.33 (2.50)
OVER $ 1,000.00	16 8.00	9 56.25 (12.16)	7 43.75 (5.26)	5 31.25 (10.00)	6 37.50 (6.52)	5 31.25 (7.94)	12 75.00 (6.78)	1 6.25 (4.76)	3 18.75 (27.27)	5 31.25 (7.58)	1 6.25 (3.45)	1 6.25 (2.17)	3 18.75 (11.11)	6 37.50 (15.00)
*** TOTALS LINE ***	210	74	133	50	92	63	177	21	11	66	29	46	27	40

**** 2-22. IF YOUR SCHOOL CORPORATION ANNOUNCES INITIATING PROGRAMS FOR GIFT & TALENT, YOU WOULD

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
ACTIVE & AVID SUPPRT	55 25.94	29 52.73 (40.28)	26 47.27 (18.98)	12 21.82 (25.00)	24 43.64 (24.49)	17 30.91 (27.87)	42 76.36 (23.60)	8 14.55 (36.36)	4 7.27 (36.36)	17 30.91 (26.15)	8 14.55 (25.81)	12 21.82 (25.00)	10 18.18 (37.04)	8 14.55 (20.51)
ACTIVELY SEEK PARTIC	105 49.53	34 32.38 (47.22)	68 64.76 (49.64)	26 24.76 (54.17)	50 47.62 (51.02)	26 24.76 (42.62)	90 85.71 (50.56)	11 10.48 (50.00)	4 3.81 (36.36)	34 32.38 (52.31)	16 15.24 (51.61)	24 22.86 (50.00)	12 11.43 (44.44)	18 17.14 (46.15)
PARTICIPATE IF REQUD	27 12.74	5 18.52 (6.94)	22 81.48 (16.06)	6 22.22 (12.50)	11 40.74 (11.22)	10 37.04 (16.39)	24 88.89 (13.48)	2 7.41 (9.09)	1 3.70 (9.09)	6 22.22 (9.23)	4 14.81 (12.90)	7 25.93 (14.58)	3 11.11 (11.11)	6 22.22 (15.38)

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                            PARTICIPATION        AGE GROUP              SCHOOL SIZE                    COMMUNITY SIZE

                       GRAND                   UNDER    35-    OVER    UNDER   400-    OVER      OVER   URBAN  20000- 10000-  UNDER
QUESTION ABBREVIATION  TOTAL     YES     NO      35      50     50      400     800     800     50000   ADJAC  50000  20000   10000

NOT PARTIC/NOT OPPOS     11        3      8       2       4      5       10       1       0         4       3      1      0       3
                       5.19    27.27  72.73   18.18   36.36  45.45    90.91    9.09     .00     36.36   27.27   9.09    .00   27.27
                              ( 4.17)( 5.84) ( 4.17)( 4.08)( 8.20) ( 5.62)( 4.55) (  0  ) ( 6.15)( 9.68)( 2.08)(  0  )( 7.69)
ACTIVELY OPPOSE PROG      9        1      8       1       7      1        8       0       1         1       0      3      2       3
                       4.25    11.11  88.89   11.11   77.78  11.11    88.89     .00   11.11     11.11     .00  33.33  22.22   33.33
                              ( 1.39)( 5.84) ( 2.08)( 7.14)( 1.64) ( 4.49)(  0  ) ( 9.09) ( 1.54)(  0  )( 6.25)( 7.41)( 7.69)
NONE OF THE ABOVE         5        0      5       1       2      2        4       0       1         3       0      1      0       1
                       2.36      .00 100.00   20.00   40.00  40.00    80.00     .00   20.00     60.00     .00  20.00    .00   20.00
                              (  0  )( 3.65) ( 2.08)( 2.04)( 3.28) ( 2.25)(  0  ) ( 9.09) ( 4.62)(  0  )( 2.08)(  0  )( 2.56)
 *** TOTALS LINE ***    212       72    137      48      98     61      178      22      11        65      31     48     27      39


****  2-23.         IF ADDITIONAL FUNDS BECOME AVAILABLE, RANK FOLLOWING NEEDS IN ORDER OF PRIORITY FOR YOU

SKILLS OF STAFF         688      239    444     197     321    152      600      54      28       233      89    181     71     102
                     307.14    34.74  64.53   28.63   46.66  22.09    87.21    7.85    4.07     33.87   12.94  26.31  10.32   14.83

PRESCHOOL EDUCATION   1,093      373    715     278     496    290      907     115      67       334     151    258    140     200
                     487.95    34.13  65.42   25.43   45.38  26.53    82.98   10.52    6.13     30.56   13.82  23.60  12.81   18.30

IMPROVE CUR CURRIC      509      194    305     154     224    122      439      47      15       175      57    108     80      83
                     227.23    38.11  59.92   30.26   44.01  23.97    86.25    9.23    2.95     34.38   11.20  21.22  15.72   16.31

POTENTIAL DROPOUTS    1,017      357    644     256     462    275      855      99      62       317     135    234    149     170
                     454.02    35.10  63.32   25.17   45.43  27.04    84.07    9.73    6.10     31.17   13.27  23.01  14.65   16.72

SOCIALLY DISADVANTAG    843      299    530     222     380    225      697      96      47       243     126    200    119     147
                     376.34    35.47  62.87   26.33   45.08  26.69    82.68   11.39    5.58     28.83   14.95  23.72  14.12   17.44

FOR GIFTED & TALENTD    722      236    477     204     324    183      610      65      42       242      72    165    100     140
                     322.32    32.69  66.07   28.25   44.88  25.35    84.49    9.00    5.82     33.52    9.97  22.85  13.85   19.39

VOCATIONAL EDUCATION    896      319    566     223     425    228      770      73      51       279     117    190    152     145
                     400.00    35.60  63.17   24.89   47.43  25.45    85.94    8.15    5.69     31.14   13.06  21.21  16.96   16.18

ADD PUPIL PERSONNEL     779      268    508     230     334    195      655      69      48       274      84    189     89     135
                     347.77    34.40  65.21   29.53   42.88  25.03    84.08    8.86    6.16     35.17   10.78  24.26  11.42   17.33

 *** TOTALS LINE ***  6,547    2,285  4,189   1,764   2,966  1,670    5,533     618     360     2,097     831  1,525    900   1,122
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 1- 1.	SEX OF THE RESPONDENT													
MALE	1,134 92.27	437 38.54	690 60.85	164 14.46	660 58.20	301 26.54	402 35.45	523 46.12	208 18.34	179 15.78	127 11.20	181 15.96	125 11.02	522 46.03
FEMALE	95 7.73	53 55.79	41 43.16	16 16.84	46 48.42	31 32.63	42 44.21	41 43.16	12 12.63	28 29.47	9 9.47	10 10.53	8 8.42	39 41.05
*** TOTALS LINE ***	1,229	490	731	180	706	332	444	564	220	207	136	191	133	561
**** 1- 2.	AGE OF RESPONDENT AT THEIR LST BIRTHDAY													
UNDER 35	180 14.63	58 32.22	122 67.78	180 100.00	0 .00	0 .00	89 49.44	72 40.00	18 10.00	11 6.11	16 8.89	15 8.33	12 6.67	126 70.00
BETWEEN 35 - 50	707 57.48	265 37.48	439 62.09	0 .00	707 100.00	0 .00	224 31.68	337 47.67	146 20.65	108 15.28	95 13.44	119 16.83	85 12.02	299 42.29
OVER 50	333 27.07	166 49.85	164 49.25	0 .00	0 .00	333 100.00	126 37.84	153 45.95	54 16.22	87 26.13	25 7.51	51 15.32	35 10.51	135 40.54
*** TOTALS LINE ***	1,220	489	725	180	707	333	439	562	218	206	136	185	132	560
**** 1- 3.	WHAT IS THE HIGHEST PROFESSIONAL DEGREE THAT RESPONDENT HOLDS													
BACHELORS DEGREE	4 .33	2 50.00	2 50.00	2 50.00	0 .00	2 50.00	4 100.00	0 .00	0 .00	0 .00	0 .00	0 .00	1 25.00	3 75.00
MASTERS DEGREE	1,037 84.31	393 37.90	636 61.33	147 14.18	595 57.38	286 27.58	384 37.03	471 45.42	181 17.45	174 16.78	116 11.19	155 14.95	111 10.70	480 46.29
SPEC IN EDUCATION	148 12.03	73 49.32	75 50.68	24 16.22	87 58.78	36 24.32	47 31.76	70 47.30	31 20.95	23 15.54	12 8.11	26 17.57	15 10.14	72 48.65
DOCTORAL DEGREE	41 3.33	23 56.10	18 43.90	7 17.07	25 60.98	8 19.51	8 19.51	23 56.10	10 24.39	10 24.39	9 21.95	9 21.95	6 14.63	7 17.07
*** TOTALS LINE ***	1,230	491	731	180	707	332	443	564	222	207	137	190	133	562
**** 1- 4.	HOW MANY YEARS OF FULL-TIME TEACHING DID THE RESPONDENT COMPLETE AT FOLLOWING LEVELS													
ELEMENTARY LEVEL	7,768 6.32	3,590 46.22	4,110 52.91	716 9.22	3,929 50.58	3,015 38.81	3,765 48.47	3,534 45.49	461 5.93	1,601 20.61	780 10.04	1,282 16.50	844 10.87	3,257 41.93

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                                PARTICIPATION         AGE GROUP              SCHOOL SIZE                    COMMUNITY SIZE

                        GRAND                        UNDER    35-    OVER    UNDER   400-   OVER     OVER  URBAN  20000- 10000-  UNDER
QUESTION ABBREVIATION   TOTAL          YES     NO     35      50      50      400    800    800     50000  ADJAC  50000  20000   10000

SECONDARY LEVEL         5,114        1,776  3,298     295  2,811  1,945    1,102  2,343  1,669      835    468    677    457  2,675
                         4.16        34.73  64.49    5.77  54.97  38.03    21.55  45.82  32.64    16.33   9.15  13.24   8.94  52.31

 *** TOTALS LINE *** 12,882          5,366  7,408   1,011  6,740  4,960    4,867  5,877  2,130    2,436  1,248  1,959  1,301  5,932


****   1- 5.         HOW MANY YEARS OF FULL-TIME ADMINISTRATION HAS THE RESPONDENT COMPLETED INCLUDING THIS YR

AVERAGES               12,838        5,758  6,966     565  6,688  5,459    4,237  6,129  2,471    2,567  1,508  2,218  1,477  5,050
                        10.44        44.85  54.26    4.40  52.10  42.52    33.00  47.74  19.25    20.00  11.75  17.28  11.50  39.34

 *** TOTALS LINE *** 12,838          5,758  6,966     565  6,688  5,459    4,237  6,129  2,471    2,567  1,508  2,218  1,477  5,050


****   1- 6.         HAS THE RESPONDENT EVER PARTICIPATED IN A COURSE, WORKSHOP, OR SEMINAR ON GIFT & TALENTED

YES                       491          491      0      58    265    166      176    211    103      108     55     85     57    186
                        40.11       100.00    .00   11.81  53.97  33.81    35.85  42.97  20.98    22.00  11.20  17.31  11.61  37.88

NO                        733            0    733     122    439    164      264    353    116       97     81    103     75    376
                        59.89          .00 100.00   16.64  59.89  22.37    36.02  48.16  15.83    13.23  11.05  14.05  10.23  51.30

 *** TOTALS LINE ***    1,224          491    733     180    704    330      440    564    219      205    136    188    132    562


****   1- 7.         WHAT SIZE COMMUNITY IS YOUR SCHOOL LOCATED IN

URBAN - 50,000 +          208          108     97      11    108     87       59     91     57      208      0      0      0      C
                        16.88        51.92  46.63    5.29  51.92  41.83    28.37  43.75  27.40   100.00    .00    .00    .00    .00

SUBURBAN - ADJACENT       137           55     81      16     95     25       18     85     34        0    137      0      0      0
                        11.12        40.15  59.12   11.68  69.34  18.25    13.14  62.04  24.82      .00 100.00    .00    .00    .00

SMALL CITY 20-50M         191           85    103      15    119     51       71     76     44        0      0    191      0      0
                        15.50        44.50  53.93    7.85  62.30  26.70    37.17  39.79  23.04      .00    .00 100.00    .00    .00

LARGE TOWN 10-20M         133           57     75      12     85     35       57     52     24        0      0      0    133      0
                        10.80        42.86  56.39    9.02  63.91  26.32    42.86  39.10  18.05      .00    .00    .00 100.00    .00

RURAL - 10,000 LESS       563          186    376     126    299    135      239    262     62        0      0      0      0    563
                        45.70        33.04  66.79   22.38  53.11  23.98    42.45  46.54  11.01      .00    .00    .00    .00 100.00

 *** TOTALS LINE ***    1,232          491    732     180    706    333      444    566    221      208    137    191    133    563


****   1- 8.         HOW WOULD YOU JUDGE THE SOCIO-ECONOMIC LEVEL OF YOUR STUDENT POPULATION
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
LOWER	222	85	134	44	110	66	108	89	25	62	8	37	21	94
	18.06	38.29	60.36	19.82	49.55	29.73	48.65	40.09	11.26	27.93	3.60	16.67	9.46	42.34
MIDDLE	532	217	311	70	305	151	184	262	85	67	64	77	54	269
	43.29	40.79	58.46	13.16	57.33	28.38	34.59	49.25	15.98	12.59	12.03	14.47	10.15	50.56
UPPER	54	20	34	6	34	14	18	28	8	7	15	14	6	12
	4.39	37.04	62.96	11.11	62.96	25.93	33.33	51.85	14.81	12.96	27.78	25.93	11.11	22.22
MIXED	413	165	246	56	252	100	129	182	102	71	49	62	50	181
	33.60	39.95	59.56	13.56	61.02	24.21	31.23	44.07	24.70	17.19	11.86	15.01	12.11	43.83
NOT SURE	8	3	5	2	5	1	3	4	1	1	1	1	0	5
	.65	37.50	62.50	25.00	62.50	12.50	37.50	50.00	12.50	12.50	12.50	12.50	.00	62.50
*** TOTALS LINE ***	1,229	490	730	178	706	332	442	565	221	208	137	191	131	561
**** 1- 9. WHAT IS THE PRESENT ENROLLMENT OF YOUR SCHOOL														
LESS THAN 400	444	176	264	89	224	126	444	0	0	59	18	71	57	239
	36.04	39.64	59.46	20.05	50.45	28.38	100.00	.00	.00	13.29	4.05	15.99	12.84	53.83
BETWEEN 400-800	566	211	353	72	337	153	0	566	0	91	85	76	52	262
	45.94	37.28	62.37	12.72	59.54	27.03	.00	100.00	.00	16.08	15.02	13.43	9.19	46.29
OVER 800	222	103	116	18	146	54	0	0	222	57	34	44	24	62
	18.02	46.40	52.25	8.11	65.77	24.32	.00	.00	100.00	25.68	15.32	19.82	10.81	27.93
*** TOTALS LINE ***	1,232	490	733	179	707	333	444	566	222	207	137	191	133	563
**** 1-10. WHAT GRADES ARE INCLUDED IN YOUR SCHOOL														
K THRU 6TH	436	167	265	61	237	133	195	219	22	82	55	87	43	169
	50.52	38.30	60.78	13.99	54.36	30.50	44.72	50.23	5.05	18.81	12.61	19.95	9.86	38.76
1ST THRU 6TH	56	25	31	16	30	10	45	10	1	1	3	4	16	32
	6.49	44.64	55.36	28.57	53.57	17.86	80.36	17.86	1.79	1.79	5.36	7.14	28.57	57.14
K THRU 8TH	80	35	45	11	43	25	21	53	6	29	1	5	1	44
	9.27	43.75	56.25	13.75	53.75	31.25	26.25	66.25	7.50	36.25	1.25	6.25	1.25	55.00
1ST THRU 8TH	6	3	3	2	3	1	5	1	0	2	0	0	0	4
	.70	50.00	50.00	33.33	50.00	16.67	83.33	16.67	.00	33.33	.00	.00	.00	66.67
K THRU 12TH	14	5	8	2	7	4	1	6	7	1	1	0	0	12
	1.62	35.71	57.14	14.29	50.00	28.57	7.14	42.86	50.00	7.14	7.14	.00	.00	85.71

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
1ST THRU 12TH	4 .46	3 75.00	1 25.00	1 25.00	0 .00	3 75.00	3 75.00	0 .00	1 25.00	0 .00	0 .00	0 .00	1 25.00	3 75.00
7TH THRU 9TH	53 6.14	23 43.40	29 54.72	2 3.77	41 77.36	9 16.98	3 5.66	19 35.85	31 58.49	11 20.75	12 22.64	18 33.96	9 16.98	3 5.66
7TH THRU 12TH	67 7.76	15 22.39	52 77.61	11 16.42	44 65.67	11 16.42	6 8.96	38 56.72	23 34.33	3 4.48	3 4.48	0 .00	0 .00	60 89.55
9TH THRU 12TH	111 12.86	51 45.95	59 53.15	9 8.11	76 68.47	26 23.42	8 7.21	38 34.23	65 58.56	26 23.42	10 9.01	6 5.41	13 11.71	56 50.45
10TH THRU 12TH	36 4.17	15 41.67	21 58.33	1 2.78	23 63.89	11 30.56	0 .00	3 8.33	33 91.67	9 25.00	5 13.89	17 47.22	3 8.33	2 5.56
*** TOTALS LINE ***	863	342	514	116	504	2[illegible]3	287	387	189	164	90	137	86	385

**** 2- 1. IN YOUR OPINION A GIFTED AND TALENTED CHILD IS ONE WHO

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
RECOGNIZED MEAN WEIGHT	1.118	1.132	1.110	1.090	1.129	1.113	1.051	1.159	1.155	1.189	1.110	1.160	1.053	1.099
SUPER IQ MEAN WEIGHT	.730	.702	.760	.740	.730	.731	.707	.777	.665	.796	.674	.774	.735	.712
ABILITY MEAN WEIGHT	1.164	1.193	1.152	1.185	1.178	1.127	1.110	1.236	1.096	1.265	1.244	1.080	1.153	1.147
TALENT MEAN WEIGHT	1.187	1.204	1.176	1.220	1.187	1.165	1.171	1.187	1.228	1.243	1.157	1.294	1.208	1.133
CREATIVE MEAN WEIGHT	1.153	1.182	1.132	1.226	1.172	1.071	1.152	1.144	1.183	1.254	1.164	1.172	1.076	1.126

**** 2- 2. USING YOUR OWN DEFINITION APPROXIMATELY WHAT PERCENTAGE OF STUDENTS IN YOUR SCHOOL ARE GT

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
G & T 00-01%	317 26.16	112 35.33 (23.33)	202 63.72 (28.06)	40 12.62 (22.99)	182 57.41 (26.07)	92 29.02 (28.04)	139 43.85 (32.03)	132 41.64 (23.70)	46 14.51 (21.30)	56 17.67 (27.45)	23 7.26 (17.04)	47 14.83 (25.27)	39 12.30 (29.77)	152 47.95 (27.59)
G & T 02-03%	491 40.51	193 39.31 (40.21)	291 59.27 (40.42)	79 16.09 (45.40)	267 54.38 (38.25)	138 28.11 (42.59)	183 37.27 (42.17)	230 46.84 (41.29)	74 15.07 (34.26)	79 16.09 (38.73)	41 8.35 (30.37)	78 15.89 (41.94)	49 9.98 (37.40)	241 49.08 (43.74)

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
G & T 04-06%	256 21.12	103 40.23 (21.46)	152 59.38 (21.11)	38 14.84 (21.84)	160 62.50 (22.92)	57 22.27 (17.59)	83 32.42 (19.12)	124 48.44 (22.26)	49 19.14 (22.69)	37 14.45 (18.14)	41 16.02 (30.37)	39 15.23 (20.97)	29 11.33 (22.14)	109 42.58 (19.78)
G & T 07-10%	118 9.74	61 51.69 (12.71)	57 48.31 (7.92)	14 11.86 (8.05)	72 61.02 (10.32)	28 23.73 (8.64)	26 22.03 (5.99)	58 49.15 (10.41)	34 28.81 (15.74)	21 17.80 (10.29)	22 18.64 (16.30)	20 16.95 (10.75)	11 9.32 (8.40)	44 37.29 (7.99)
G & T 11-20%	29 2.39	11 37.93 (2.29)	18 62.07 (2.50)	3 10.34 (1.72)	17 58.62 (2.44)	9 31.03 (2.78)	3 10.34 (.69)	13 44.83 (2.33)	13 44.83 (6.02)	11 37.93 (5.39)	8 27.59 (5.93)	2 6.90 (1.08)	3 10.34 (2.29)	5 17.24 (.91)
*** TOTALS LINE ***	1,211	480	720	174	698	324	434	557	216	204	135	186	131	551
PROGRAMS 00-00%	788 66.05	256 32.49 (53.67)	524 66.50 (74.33)	139 17.64 (80.81)	447 56.73 (65.26)	193 24.49 (59.75)	333 42.26 (77.99)	359 45.56 (65.39)	94 11.93 (44.13)	103 13.07 (51.76)	81 10.28 (61.36)	110 13.96 (60.11)	79 10.03 (60.77)	414 52.54 (75.96)
PROGRAMS 00-25%	295 24.73	154 52.20 (32.29)	139 47.12 (19.72)	24 8.14 (13.95)	168 56.95 (24.53)	100 33.90 (30.96)	76 25.76 (17.80)	150 50.85 (27.32)	68 23.05 (31.92)	65 22.03 (32.66)	28 9.49 (21.21)	49 16.61 (26.78)	39 13.22 (30.00)	113 38.31 (20.73)
PROGRAMS 26-50%	31 2.60	20 64.52 (4.19)	11 35.48 (1.56)	2 6.45 (1.16)	21 67.74 (3.07)	8 25.81 (2.48)	7 22.58 (1.64)	11 35.48 (2.00)	13 41.94 (6.10)	5 16.13 (2.51)	6 19.35 (4.55)	9 29.03 (4.92)	7 22.58 (5.38)	4 12.90 (.73)
PROGRAMS 51-75%	41 3.44	24 58.54 (5.03)	16 39.02 (2.27)	3 7.32 (1.74)	23 56.10 (3.36)	14 34.15 (4.33)	6 14.63 (1.41)	16 39.02 (2.91)	18 43.90 (8.45)	14 34.15 (7.04)	9 21.95 (6.82)	6 14.63 (3.28)	0 .00 (0)	10 24.39 (1.83)
PROGRAMS 76-100%	38 3.19	23 60.53 (4.82)	15 39.47 (2.13)	4 10.53 (2.33)	26 68.42 (3.80)	8 21.05 (2.48)	5 13.16 (1.17)	13 34.21 (2.37)	20 52.63 (9.39)	12 31.58 (6.03)	8 21.05 (6.06)	9 23.68 (4.92)	5 13.16 (3.85)	4 10.53 (.73)
*** TOTALS LINE ***	1,193	477	705	172	685	323	427	549	213	199	132	183	130	545

**** 2- 3. DOES YOUR SCHOOL SYSTEM HAVE THE FOLLOWING FOR EDUCATION OF GIFTED AND TALENTED

POLICY														
MEAN WEIGHT SEC.1	.809-	.692-	.887-	.887-	.824-	.742-	.836-	.839-	.682-	.443-	.815-	.720-	.879-	.955-
MEAN WEIGHT SEC.2	.681	.771	.624	.751	.660	.702	.712	.685	.614	.985	.689	.720	.583	.586
*** DISCREPENCY INDEX	1.490-	1.463-	1.511-	1.638-	1.484-	1.444-	1.548-	1.524-	1.296-	1.428-	1.504-	1.440-	1.462-	1.541-
CRITERIA														
MEAN WEIGHT SEC.1	.676-	.520-	.779-	.787-	.718-	.531-	.744-	.702-	.473-	.268-	.581-	.616-	.735-	.856-
MEAN WEIGHT SEC.2	.881	.948	.836	.961	.866	.877	.900	.854	.923	1.137	.875	.942	.818	.787
*** DISCREPENCY INDEX	1.557-	1.468-	1.615-	1.748-	1.584-	1.408-	1.644-	1.556-	1.396-	1.405-	1.456-	1.558-	1.553-	1.643-
GUIDES														
MEAN WEIGHT SEC.1	.753-	.630-	.834-	.865-	.777-	.648-	.807-	.783-	.564-	.436-	.704-	.683-	.765-	.903-
MEAN WEIGHT SEC.2	.756	.815	.720	.882	.743	.728	.778	.754	.723	.985	.719	.788	.720	.682
*** DISCREPENCY INDEX	1.509-	1.445-	1.554-	1.747-	1.520-	1.376-	1.585-	1.537-	1.287-	1.421-	1.423-	1.471-	1.485-	1.585-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 2- 4. DOES YOUR SCHOOL BOARD SUPPORT THE ACTIVITIES AND INVOLVEMENT OF SCHOOL PERSONNEL FOR G-T														
SUPPORT														
MEAN WEIGHT SEC.1	.254	.402	.154	.146	.256	.302	.167	.247	.432	.599	.274	.439	.280	.047
MEAN WEIGHT SEC.2	.993	1.070	.944	1.056	.999	.951	.947	.979	1.113	1.227	1.037	1.011	.947	.899
*** DISCREPENCY INDEX	.739-	.668-	.790-	.910-	.743-	.649-	.780-	.732-	.681-	.628-	.763-	.572-	.667-	.852-
**** 2- 5. DID YOUR SCHOOL CREATE A STUDY COMMITTEE TO CONDUCT PLANNING FOR GIFTED & TALENTED EDUCAT														
PLANNING														
MEAN WEIGHT SEC.1	.353-	.138-	.503-	.500-	.357-	.279-	.430-	.367-	.162-	.295	.346-	.037-	.420-	.685-
MEAN WEIGHT SEC.2	.830	.942	.754	.882	.824	.815	.805	.834	.865	1.082	.904	.895	.824	.701
*** DISCREPENCY INDEX	1.183-	1.080-	1.257-	1.382-	1.181-	1.094-	1.235-	1.201-	1.027-	.787-	1.250-	.932-	1.244-	1.386-
**** 2- 6. DOES YOUR SCHOOL BUDGET *1975-1976, HAVE FUNDS ALLOCATED FOR GIFTED & TALENTED PROGRAMS														
PERSONNEL														
MEAN WEIGHT SEC.1	.627-	.474-	.728-	.730-	.651-	.512-	.680-	.652-	.468-	.239-	.570-	.604-	.682-	.781-
MEAN WEIGHT SEC.2	.641	.746	.569	.685	.599	.713	.632	.635	.676	.888	.719	.620	.621	.545
*** DISCREPENCY INDEX	1.268-	1.220-	1.297-	1.415-	1.250-	1.225-	1.312-	1.287-	1.144-	1.127-	1.289-	1.224-	1.303-	1.326-
SERVICES														
MEAN WEIGHT SEC.1	.655-	.508-	.750-	.819-	.632-	.615-	.787-	.689-	.306-	.414-	.511-	.532-	.656-	.823-
MEAN WEIGHT SEC.2	.731	.818	.673	.768	.744	.692	.689	.725	.831	.897	.837	.798	.649	.642
*** DISCREPENCY INDEX	1.386-	1.326-	1.423-	1.587-	1.376-	1.307-	1.476-	1.414-	1.137-	1.311-	1.348-	1.330-	1.305-	1.465-
PROGRAMS														
MEAN WEIGHT SEC.1	.821-	.759-	.860-	.893-	.827-	.768-	.838-	.843-	.725-	.626-	.807-	.851-	.833-	.881-
MEAN WEIGHT SEC.2	.474	.529	.437	.483	.467	.494	.490	.501	.374	.612	.570	.489	.386	.421
*** DISCREPENCY INDEX	1.295-	1.288-	1.297-	1.376-	1.294-	1.262-	1.328-	1.344-	1.099-	1.238-	1.377-	1.340-	1.219-	1.302-
TRANSPORT														
MEAN WEIGHT SEC.1	.739-	.568-	.853-	.809-	.757-	.652-	.774-	.742-	.658-	.397-	.739-	.665-	.795-	.873-
MEAN WEIGHT SEC.2	.804	.872	.759	.888	.802	.763	.785	.821	.797	1.010	.910	.824	.833	.695
*** DISCREPENCY INDEX	1.543-	1.440-	1.612-	1.697-	1.559-	1.415-	1.559-	1.563-	1.455-	1.407-	1.649-	1.489-	1.628-	1.568-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
TRAINING														
MEAN WEIGHT SEC.1	.376-	.197-	.493-	.444-	.383-	.322-	.394-	.443-	.176-	.005-	.244-	.381-	.356-	.544-
MEAN WEIGHT SEC.2	.845	.914	.796	.910	.852	.785	.838	.838	.865	1.010	.919	.878	.864	.749
*** DISCREPENCY INDEX	1.221-	1.111-	1.289-	1.354-	1.235-	1.107-	1.232-	1.281-	1.041-	1.015-	1.163-	1.259-	1.220-	1.293-
EVALUATE														
MEAN WEIGHT SEC.1	.395-	.194-	.528-	.655-	.390-	.272-	.472-	.452-	.105-	.015-	.311-	.294-	.420-	.586-
MEAN WEIGHT SEC.2	.912	.963	.879	.960	.897	.916	.903	.898	.955	1.089	.894	.898	.947	.846
*** DISCREPENCY INDEX	1.307-	1.157-	1.407-	1.615-	1.287-	1.188-	1.375-	1.350-	1.060-	1.104-	1.205-	1.192-	1.367-	1.432-
MATERIAL														
MEAN WEIGHT SEC.1	.713-	.586-	.792-	.811-	.723-	.629-	.748-	.753-	.537-	.493-	.649-	.654-	.687-	.832-
MEAN WEIGHT SEC.2	.786	.886	.721	.823	.785	.777	.759	.780	.856	.900	.947	.838	.786	.690
*** DISCREPENCY INDEX	1.499-	1.472-	1.513-	1.634-	1.508-	1.406-	1.507-	1.533-	1.393-	1.393-	1.596-	1.492-	1.473-	1.522-
EFFECTIVE														
MEAN WEIGHT SEC.1	.729-	.640-	.783-	.825-	.753-	.615-	.730-	.747-	.675-	.422-	.690-	.646-	.742-	.867-
MEAN WEIGHT SEC.2	.502	.570	.458	.591	.475	.520	.529	.507	.440	.632	.550	.491	.435	.465
*** DISCREPENCY INDEX	1.231-	1.210-	1.241-	1.416-	1.228-	1.135-	1.259-	1.254-	1.115-	1.054-	1.240-	1.137-	1.177-	1.332-
OTHER														
MEAN WEIGHT SEC.1	.729-	.640-	.783-	.825-	.753-	.615-	.730-	.747-	.675-	.422-	.690-	.646-	.742-	.867-
MEAN WEIGHT SEC.2	.502	.570	.458	.591	.475	.520	.529	.507	.440	.632	.550	.491	.435	.465
*** DISCREPENCY INDEX	1.231-	1.210-	1.241-	1.416-	1.228-	1.135-	1.259-	1.254-	1.115-	1.054-	1.240-	1.137-	1.177-	1.332-
**** 2- 7. DOES YOUR SCHOOL SYSTEM HAVE AT THE PRESENT TIME														
PERSONNEL														
MEAN WEIGHT SEC.1	.772-	.652-	.850-	.826-	.810-	.667-	.766-	.799-	.716-	.631-	.757-	.632-	.826-	.863-
MEAN WEIGHT SEC.2	.606	.708	.540	.663	.579	.645	.660	.597	.527	.786	.669	.605	.568	.537
*** DISCREPENCY INDEX	1.378-	1.360-	1.390-	1.489-	1.389-	1.312-	1.426-	1.396-	1.243-	1.417-	1.426-	1.237-	1.394-	1.400-
SUPPORT														
MEAN WEIGHT SEC.1	.372-	.228-	.470-	.483-	.384-	.296-	.433-	.399-	.194-	.059	.103-	.090-	.417-	.683-
MEAN WEIGHT SEC.2	.727	.840	.655	.792	.712	.729	.738	.715	.734	.941	.824	.836	.667	.604
*** DISCREPENCY INDEX	1.099-	1.068-	1.125-	1.275-	1.096-	1.025-	1.171-	1.114-	.928-	.882-	.927-	.926-	1.084-	1.287-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 2- 8. DOES YOUR SCHOOL PROVIDE FOR DEVELOPING SPECIAL CURRICULUMS FOR GIFTED AND TALENTED														
DEVELOP														
MEAN WEIGHT SEC.1	.445-	.258-	.572-	.642-	.434-	.358-	.562-	.486-	.104-	.063	.343-	.326-	.361-	.715-
MEAN WEIGHT SEC.2	.860	.971	.782	.899	.862	.836	.851	.829	.950	1.068	.905	.900	.917	.747
*** DISCREPENCY INDEX	1.305-	1.229-	1.354-	1.541-	1.296-	1.194-	1.413-	1.315-	1.054-	1.005-	1.248-	1.226-	1.278-	1.462-
**** 2- 9. DOES YOUR SCHOOL PROVIDE OPPORTUNITIES FOR IN-SERVICE TRAINING IN THE THEORY OF GIFT & T														
TEACHERS														
MEAN WEIGHT SEC.1	.679-	.520-	.785-	.744-	.677-	.644-	.743-	.673-	.557-	.359-	.684-	.537-	.712-	.832-
MEAN WEIGHT SEC.2	.819	.961	.726	.889	.821	.792	.815	.820	.826	.995	.875	.900	.841	.713
*** DISCREPENCY INDEX	1.498-	1.481-	1.511-	1.633-	1.498-	1.436-	1.558-	1.493-	1.383-	1.354-	1.559-	1.437-	1.553-	1.545-
ADMIN														
MEAN WEIGHT SEC.1	.709-	.544-	.821-	.802-	.681-	.718-	.769-	.731-	.528-	.485-	.715-	.557-	.705-	.839-
MEAN WEIGHT SEC.2	.809	.941	.720	.870	.817	.768	.794	.808	.840	.970	.854	.902	.868	.697
*** DISCREPENCY INDEX	1.518-	1.485-	1.541-	1.672-	1.498-	1.486-	1.563-	1.539-	1.368-	1.455-	1.569-	1.459-	1.573-	1.536-
**** 2-10. IN THE EVENT YOU ALREADY HAVE PROGRAMS FOR G & T DO YOU RECEIVE COOPERATION BY THE FOLLOW														
PARENT														
MEAN WEIGHT SEC.1	.159	.291	.057	.052	.136	.250	.177	.131	.185	.404	.248	.303	.160	.024-
MEAN WEIGHT SEC.2	.865	.971	.788	.903	.857	.872	.844	.869	.889	1.017	.899	.923	.943	.752
*** DISCREPENCY INDEX	.706-	.680-	.731-	.851-	.721-	.622-	.667-	.738-	.704-	.613-	.651-	.620-	.783-	.776-
BUSINESS														
MEAN WEIGHT SEC.1	.090-	.042-	.126-	.105-	.119-	.023-	.069-	.124-	.058-	.017	.110-	.026-	.019-	.174-
MEAN WEIGHT SEC.2	.624	.719	.557	.617	.608	.669	.651	.598	.632	.780	.606	.606	.664	.560
*** DISCREPENCY INDEX	.714-	.761-	.683-	.722-	.727-	.692-	.720-	.722-	.690-	.763-	.716-	.632-	.683-	.734-
INDUSTRY														
MEAN WEIGHT SEC.1	.118-	.104-	.131-	.188-	.138-	.046-	.096-	.155-	.085-	.023	.147-	.039-	.076-	.214-
MEAN WEIGHT SEC.2	.606	.686	.550	.556	.606	.637	.645	.583	.585	.729	.596	.626	.619	.547
*** DISCREPENCY INDEX	.724-	.790-	.681-	.744-	.744-	.683-	.741-	.738-	.670-	.706-	.743-	.665-	.695-	.761-

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                                     PARTICIPATION         AGE GROUP              SCHOOL SIZE                    COMMUNITY SIZE

                          GRAND                        UNDER    35-    OVER    UNDER    400-    OVER      OVER   URBAN  20000- 10000-   UNDER
QUESTION ABBREVIATION     TOTAL        YES      NO      35      50      50      400     800     800      5000C   ADJAC  50000  20000    10000

PROFESS
   MEAN WEIGHT SEC.1      .004        .054   .035-    .007   .014-   .034     .021   .032-   .048      .153   .037-   .084   .104    .105-
   MEAN WEIGHT SEC.2      .715        .783   .665     .716   .708    .727     .739   .700    .704      .802   .716    .748   .792    .647

*** DISCREPENCY INDEX     .711-       .729-  .700-    .709-  .722-   .693-    .718-  .732-   .656-     .649-  .753-   .664-  .688-   .752-

CHURCH
   MEAN WEIGHT SEC.1      .186-       .170-  .200-    .233-  .217-   .110-    .147-  .177-   .286-     .153-  .257-   .187-  .123-   .198-
   MEAN WEIGHT SEC.2      .434        .490   .394     .421   .388    .542     .486   .467    .265      .458   .404    .297   .481    .476

*** DISCREPENCY INDEX     .620-       .660-  .594-    .654-  .605-   .652-    .633-  .644-   .551-     .611-  .661-   .484-  .604-   .674-

OTHERS
   MEAN WEIGHT SEC.1      .076-       .015-  .119-    .090-  .096-   .027-    .075-  .099-   .026-     .029-  .055-   .039-  .066    .149-
   MEAN WEIGHT SEC.2      .562        .649   .502     .485   .551    .635     .587   .551    .545      .623   .596    .506   .660    .528

*** DISCREPENCY INDEX     .638-       .664-  .621-    .575-  .647-   .662-    .662-  .650-   .571-     .652-  .651-   .545-  .594-   .677-

****  2-11.        DOES YOUR SCHOOL BOARD SUPPORT THE UTILIZATION OF COMMUNITY PERSONNEL TO EDUCATE GIFT & T

BOARD
   MEAN WEIGHT SEC.1      .224        .355   .139     .218   .197    .274     .200   .197    .358      .430   .329    .260   .255    .078
   MEAN WEIGHT SEC.2      .872        .996   .790     .911   .888    .812     .870   .846    .940     1.034   .806    .896   .876    .805

*** DISCREPENCY INDEX     .648-       .641-  .651-    .693-  .691-   .538-    .670-  .649-   .582-     .604-  .477-   .636-  .621-   .727-

****  2-12.        IF YOU RECEIVE ADDITIONAL RESOURCES, FUNDS AND PERSONNEL, WILL YOU AND YOUR STAFF

IDENTIFY
   MEAN WEIGHT SEC.1      .626        .682   .592     .523   .656    .625     .583   .667    .607      .731   .634    .650   .623    .578
   MEAN WEIGHT SEC.2      .989       1.062   .941    1.080   .988    .952     .974   .993   1.014     1.076   .969   1.033  1.082    .929

*** DISCREPENCY INDEX     .363-       .380-  .349-    .557-  .332-   .327-    .391-  .326-   .407-     .345-  .335-   .383-  .459-   .351-

IMPLEMENT
   MEAN WEIGHT SEC.1      .438        .524   .385     .295   .448    .498     .371   .445    .542      .605   .458    .456   .508    .346
   MEAN WEIGHT SEC.2      .928       1.017   .868    1.057   .919    .891     .909   .938    .944      .985   .939    .907  1.008    .697

*** DISCREPENCY INDEX     .490-       .493-  .483-    .762-  .471-   .393-    .538-  .493-   .402-     .380-  .481-   .451-  .500-   .551-

PARTICIPATE
   MEAN WEIGHT SEC.1      .576        .632   .545     .631   .584    .548     .537   .613    .569      .613   .554    .597   .593    .560
   MEAN WEIGHT SEC.2      .878        .936   .843    1.011   .868    .843     .835   .904    .905      .974   .877    .851   .862    .865

*** DISCREPENCY INDEX     .302-       .304-  .298-    .380-  .284-   .295-    .298-  .291-   .336-     .361-  .323-   .254-  .269-   .305-
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
APPOINT														
MEAN WEIGHT SEC.1	.500	.538	.480	.543	.500	.484	.435	.536	.540	.567	.515	.552	.500	.457
MEAN WEIGHT SEC.2	.849	.903	.816	.954	.829	.842	.807	.874	.877	.861	.838	.895	.908	.825
*** DISCREPENCY INDEX	.349-	.365-	.336-	.411-	.329-	.358-	.372-	.338-	.337-	.294-	.323-	.343-	.408-	.368-
**** 2-13. IS EACH OF THE FOLLOWING DIAGNOSTIC TECHNIQUES USED TO IDENTIFY GIFTED AND TALENTED														
TEST IQ														
MEAN WEIGHT SEC.1	.619	.721	.553	.590	.595	.693	.636	.574	.706	.678	.605	.643	.500	.622
MEAN WEIGHT SEC.2	.768	.801	.744	.855	.735	.799	.757	.763	.806	.874	.767	.654	.800	.763
*** DISCREPENCY INDEX	.149-	.080-	.191-	.265-	.140-	.106-	.121-	.189-	.100-	.196-	.162-	.011-	.300-	.141-
ACHIEVE														
MEAN WEIGHT SEC.1	.676	.735	.642	.636	.667	.726	.694	.640	.733	.763	.617	.659	.713	.655
MEAN WEIGHT SEC.2	.902	.934	.881	.977	.886	.903	.885	.893	.962	1.015	.906	.757	.946	.901
*** DISCREPENCY INDEX	.226-	.199-	.239-	.341-	.219-	.177-	.191-	.253-	.229-	.252-	.289-	.098-	.233-	.246-
G.P.AVG														
MEAN WEIGHT SEC.1	.020	.063	.012-	.098-	.002	.137	.126-	.032-	.437	.110	.056-	.000	.000	.013
MEAN WEIGHT SEC.2	.488	.525	.459	.353	.470	.605	.403	.477	.680	.550	.476	.416	.411	.510
*** DISCREPENCY INDEX	.468-	.462-	.471-	.451-	.468-	.468-	.529-	.509-	.243-	.440-	.532-	.416-	.411-	.497-
SELECT														
MEAN WEIGHT SEC.1	.326-	.298-	.339-	.503-	.300-	.280-	.525-	.331-	.077	.371-	.383-	.398-	.336-	.268-
MEAN WEIGHT SEC.2	.238	.257	.228	.185	.203	.350	.153	.249	.380	.227	.148	.122	.258	.302
*** DISCREPENCY INDEX	.564-	.555-	.567-	.688-	.503-	.630-	.678-	.580-	.303-	.598-	.531-	.520-	.594-	.570-
CREATIVITY														
MEAN WEIGHT SEC.1	.709-	.679-	.729-	.690-	.726-	.674-	.706-	.727-	.671-	.667-	.661-	.715-	.728-	.727-
MEAN WEIGHT SEC.2	.492	.503	.488	.567	.462	.524	.500	.491	.483	.544	.528	.497	.448	.480
*** DISCREPENCY INDEX	1.201-	1.182-	1.217-	1.257-	1.188-	1.198-	1.206-	1.218-	1.154-	1.211-	1.189-	1.212-	1.176-	1.207-
PERSONALTY														
MEAN WEIGHT SEC.1	.695-	.655-	.718-	.725-	.694-	.667-	.723-	.731-	.539-	.619-	.646-	.691-	.720-	.728-
MEAN WEIGHT SEC.2	.306	.332	.291	.281	.281	.376	.369	.293	.228	.345	.339	.230	.288	.319
*** DISCREPENCY INDEX	1.001-	.987-	1.009-	1.006-	.975-	1.043-	1.092-	1.024-	.767-	.964-	.985-	.921-	1.008-	1.047-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
APTITUDE														
MEAN WEIGHT SEC.1	.522-	.451-	.566-	.591-	.532-	.464-	.607-	.568-	.242-	.415-	.461-	.542-	.568-	.561-
MEAN WEIGHT SEC.2	.630	.701	.585	.731	.611	.620	.617	.622	.676	.733	.633	.588	.600	.614
*** DISCREPENCY INDEX	1.152-	1.152-	1.151-	1.322-	1.143-	1.084-	1.224-	1.190-	.918-	1.148-	1.094-	1.130-	1.168-	1.175-
JUDGEMNT														
MEAN WEIGHT SEC.1	.162-	.060-	.222-	.180-	.116-	.228-	.172-	.215-	.000	.021	.023-	.044-	.304-	.267-
MEAN WEIGHT SEC.2	.684	.752	.646	.797	.696	.609	.665	.663	.784	.851	.898	.685	.592	.595
*** DISCREPENCY INDEX	.846-	.812-	.868-	.977-	.812-	.837-	.837-	.878-	.784-	.830-	.921-	.729-	.896-	.862-
ESSAYS														
MEAN WEIGHT SEC.1	.462-	.374-	.518-	.494-	.449-	.472-	.529-	.493-	.248-	.299-	.480-	.455-	.516-	.508-
MEAN WEIGHT SEC.2	.432	.459	.420	.506	.434	.397	.404	.448	.451	.515	.567	.348	.365	.417
*** DISCREPENCY INDEX	.894-	.833-	.938-	1.000-	.883-	.869-	.933-	.941-	.699-	.814-	1.047-	.803-	.881-	.925-
INTEREST														
MEAN WEIGHT SEC.1	.385-	.338-	.415-	.392-	.372-	.392-	.552-	.383-	.058-	.316-	.291-	.420-	.496-	.396-
MEAN WEIGHT SEC.2	.563	.639	.517	.678	.547	.542	.506	.620	.536	.628	.614	.511	.592	.545
*** DISCREPENCY INDEX	.948-	.977-	.932-	1.070-	.919-	.934-	1.058-	1.003-	.594-	.944-	.905-	.931-	1.088-	.941-
REVIEW														
MEAN WEIGHT SEC.1	.099-	.013	.165-	.187-	.057-	.138-	.234-	.098-	.168	.010-	.055	.096-	.167-	.153-
MEAN WEIGHT SEC.2	.654	.723	.614	.719	.652	.633	.623	.684	.649	.708	.748	.678	.627	.617
*** DISCREPENCY INDEX	.753-	.710-	.779-	.906-	.709-	.771-	.857-	.782-	.481-	.718-	.693-	.774-	.794-	.770-
RECORDS														
MEAN WEIGHT SEC.1	.198-	.135-	.233-	.246-	.192-	.172-	.228-	.229-	.049-	.021	.024-	.192-	.234-	.306-
MEAN WEIGHT SEC.2	.477	.529	.443	.491	.458	.517	.441	.513	.456	.627	.672	.390	.516	.401
*** DISCREPENCY INDEX	.675-	.664-	.676-	.737-	.650-	.689-	.669-	.742-	.505-	.606-	.696-	.582-	.750-	.707-
OBSERVE														
MEAN WEIGHT SEC.1	.589-	.532-	.624-	.620-	.556-	.632-	.552-	.603-	.632-	.513-	.362-	.567-	.750-	.638-
MEAN WEIGHT SEC.2	.354	.359	.357	.538	.347	.277	.386	.382	.221	.363	.457	.343	.339	.339
*** DISCREPENCY INDEX	.943-	.891-	.981-	1.158-	.903-	.909-	.938-	.985-	.853-	.876-	.819-	.910-	1.089-	.977-

NOMINATE

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
MEAN WEIGHT SEC.1	.036-	.084	.112-	.151-	.015-	.010-	.159-	.096-	.351	.149	.016	.078	.127-	.138-
MEAN WEIGHT SEC.2	.768	.823	.736	.802	.773	.754	.700	.786	.856	.908	.836	.739	.683	.731
*** DISCREPENCY INDEX	.804-	.739-	.848-	.953-	.788-	.764-	.859-	.882-	.505-	.759-	.820-	.661-	.810-	.869-
VOLUNTEER														
MEAN WEIGHT SEC.1	.573-	.534-	.597-	.626-	.538-	.617-	.646-	.626-	.304-	.513-	.520-	.545-	.672-	.598-
MEAN WEIGHT SEC.2	.335	.357	.321	.368	.346	.300	.294	.317	.454	.363	.457	.199	.328	.341
*** DISCREPENCY INDEX	.908-	.891-	.918-	.994-	.884-	.917-	.940-	.943-	.758-	.876-	.977-	.744-	1.000-	.939-
**** 2-14. CHECK WHETHER EACH OF THE FOLLOWING PROGRAMS FOR GIFT & TALENT IS OFFERED IN YOUR SCHOOL														
ABILITY														
MEAN WEIGHT SEC.1	.409	.516	.347	.469	.412	.362	.422	.375	.469	.482	.577	.576	.535	.257
MEAN WEIGHT SEC.2	.922	.996	.879	.960	.941	.875	.973	.901	.882	1.021	1.023	.921	1.000	.845
*** DISCREPENCY INDEX	.513-	.480-	.532-	.491-	.529-	.513-	.551-	.526-	.413-	.539-	.446-	.345-	.465-	.588-
TIME														
MEAN WEIGHT SEC.1	.284-	.174-	.346-	.383-	.270-	.247-	.439-	.291-	.052	.204-	.069	.226-	.246-	.423-
MEAN WEIGHT SEC.2	.769	.835	.729	.811	.770	.740	.720	.767	.872	.843	.938	.740	.873	.688
*** DISCREPENCY INDEX	1.053-	1.009-	1.075-	1.194-	1.040-	.987-	1.159-	1.058-	.820-	1.047-	.869-	.966-	1.119-	1.111-
FULL TIME														
MEAN WEIGHT SEC.1	.916-	.888-	.933-	.914-	.922-	.898-	.942-	.912-	.871-	.872-	.900-	.847-	.895-	.961-
MEAN WEIGHT SEC.2	.100	.119	.089	.161	.067	.148	.107	.109	.077	.229	.092	.062	.073	.082
*** DISCREPENCY INDEX	1.016-	1.007-	1.022-	1.075-	.989-	1.046-	1.049-	1.021-	.948-	1.101-	.992-	.909-	.968-	1.043-
MAGNET TYP														
MEAN WEIGHT SEC.1	.894-	.843-	.927-	.931-	.909-	.837-	.920-	.876-	.885-	.780-	.837-	.903-	.904-	.940-
MEAN WEIGHT SEC.2	.101	.100	.109	.149	.085	.117	.122	.107	.053	.263	.000	.069	.056	.095
*** DISCREPENCY INDEX	.995-	.943-	1.036-	1.080-	.994-	.954-	1.042-	.983-	.938-	1.043-	.837-	.972-	.960-	1.035-
ACCELERATE														
MEAN WEIGHT SEC.1	.795-	.729-	.835-	.828-	.786-	.787-	.818-	.807-	.713-	.711-	.669-	.714-	.833-	.870-
MEAN WEIGHT SEC.2	.181-	.123-	.216-	.115-	.192-	.197-	.211-	.193-	.096-	.086-	.292-	.194-	.190-	.179-
*** DISCREPENCY INDEX	.614-	.606-	.619-	.713-	.594-	.590-	.607-	.614-	.617-	.625-	.377-	.520-	.643-	.691-

PUBLIC SCHOOL PRINCIPALS RESPONSES
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
SKIPPING														
MEAN WEIGHT SEC.1	.682-	.591-	.741-	.667-	.676-	.693-	.696-	.712-	.584-	.565-	.641-	.503-	.732-	.777-
MEAN WEIGHT SEC.2	.203-	.183-	.212-	.144-	.194-	.248-	.215-	.220-	.134-	.215-	.172-	.194-	.260-	.191-
*** DISCREPENCY INDEX	.479-	.408-	.529-	.523-	.482-	.445-	.481-	.492-	.450-	.350-	.469-	.309-	.472-	.586-
PLACEMENT														
MEAN WEIGHT SEC.1	.644-	.536-	.713-	.707-	.585-	.732-	.802-	.695-	.210-	.470-	.496-	.535-	.551-	.798-
MEAN WEIGHT SEC.2	.346	.404	.319	.466	.376	.235	.276	.286	.643	.405	.402	.314	.409	.311
*** DISCREPENCY INDEX	.990-	.940-	1.032-	1.173-	.961-	.967-	1.078-	.981-	.853-	.875-	.898-	.849-	.960-	1.109-
VISITING														
MEAN WEIGHT SEC.1	.604-	.508-	.666-	.563-	.584-	.675-	.570-	.591-	.697-	.481-	.496-	.528-	.576-	.702-
MEAN WEIGHT SEC.2	.321	.350	.306	.506	.373	.113	.381	.317	.218	.238	.318	.318	.384	.341
*** DISCREPENCY INDEX	.925-	.858-	.972-	1.069-	.957-	.788-	.951-	.908-	.915-	.719-	.814-	.846-	.960-	1.043-
CREDIT														
MEAN WEIGHT SEC.1	.846-	.822-	.865-	.896-	.841-	.834-	.833-	.872-	.817-	.815-	.795-	.793-	.840-	.891-
MEAN WEIGHT SEC.2	.129	.129	.134	.225	.157	.013	.133	.071	.269	.120	.087	.195	.008	.154
*** DISCREPENCY INDEX	.975-	.951-	.999-	1.121-	.998-	.847-	.966-	.943-	1.086-	.935-	.882-	.988-	.848-	1.045-
ENRICH														
MEAN WEIGHT SEC.1	.370	.519	.276	.231	.380	.426	.265	.386	.531	.492	.574	.503	.365	.235
MEAN WEIGHT SEC.2	1.047	1.116	1.003	1.087	1.051	1.017	.990	1.060	1.124	1.107	1.047	1.113	1.135	.983
*** DISCREPENCY INDEX	.677-	.597-	.727-	.856-	.671-	.591-	.725-	.674-	.593-	.615-	.473-	.610-	.770-	.748-
ADVANCED														
MEAN WEIGHT SEC.1	.598-	.492-	.666-	.645-	.577-	.609-	.775-	.631-	.169-	.321-	.551-	.575-	.637-	.705-
MEAN WEIGHT SEC.2	.535	.576	.504	.576	.556	.478	.472	.496	.763	.641	.559	.540	.540	.492
*** DISCREPENCY INDEX	1.133-	1.068-	1.170-	1.221-	1.133-	1.087-	1.247-	1.127-	.932-	.962-	1.110-	1.115-	1.177-	1.197-
ACTIVITIES														
MEAN WEIGHT SEC.1	.082-	.080	.194-	.277-	.048-	.057-	.295-	.041-	.219	.255	.039-	.017	.185-	.222-
MEAN WEIGHT SEC.2	.814	.911	.748	.884	.813	.781	.749	.834	.890	.952	.772	.839	.863	.759
*** DISCREPENCY INDEX	.896-	.831-	.942-	1.161-	.861-	.838-	1.044-	.875-	.671-	.697-	.811-	.822-	1.048-	.981-

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                                    PARTICIPATION          AGE GROUP              SCHOOL SIZE                   COMMUNITY SIZE

                          GRAND                      UNDER    35-     OVER    UNDER    400-    OVER     OVER   URBAN  20000- 10000-  UNDER
QUESTION ABBREVIATION     TOTAL         YES     NO     35      50      50      400      800     800     50000  ADJAC  50000  20000   10000

    MEAN WEIGHT SEC.1     .615-        .474-  .712-   .694-   .604-   .593-    .670-   .622-   .490-    .503-  .442-  .517-  .571-  .739-
    MEAN WEIGHT SEC.2     .731         .796   .685    .728    .757    .679     .667    .744    .830     .842   .783   .767   .802   .657

*** DISCREPENCY INDEX    1.346-       1.270- 1.397-  1.422-  1.361-  1.272-   1.337-  1.366-  1.320-   1.345- 1.225- 1.284- 1.373- 1.396-


COUNSELING
    MEAN WEIGHT SEC.1     .572-        .477-  .640-   .653-   .562-   .558-    .692-   .590-   .293-    .337-  .563-  .557-  .706-  .631-
    MEAN WEIGHT SEC.2     .672         .737   .629    .682    .708    .585     .579    .682    .832     .815   .688   .693   .683   .612

*** DISCREPENCY INDEX    1.244-       1.214- 1.269-  1.335-  1.270-  1.142-   1.271-  1.272-  1.125-   1.152- 1.251- 1.250- 1.389- 1.243-


MENTOR
    MEAN WEIGHT SEC.1     .753-        .678-  .806-   .764-   .741-   .770-    .799-   .742-   .697-    .652-  .727-  .737-  .758-  .800-
    MEAN WEIGHT SEC.2     .416         .460   .389    .534    .417      53     .409    .407    .452     .489   .438   .377   .492   .384

*** DISCREPENCY INDEX    1.169-       1.138- 1.195-  1.298-  1.158-  1.123-   1.208-  1.149-  1.149-   1.141- 1.165- 1.114- 1.250- 1.184-


PEERS
    MEAN WEIGHT SEC.1     .077         .190   .001    .011    .073    .128     .032    .098    .105     .234   .292   .202   .040-  .043-
    MEAN WEIGHT SEC.2     .711         .734   .695    .759    .730    .638     .677    .739    .699     .766   .715   .775   .744   .665

*** DISCREPENCY INDEX     .634-        .544-  .694-   .748-   .657-   .510-    .645-   .641-   .594-    .532-  .423-  .573-  .784-  .708-


RELEASED
    MEAN WEIGHT SEC.1     .602-        .478-  .681-   .764-   .566-   .577-    .728-   .611-   .330-    .429-  .414-  .563-  .624-  .714-
    MEAN WEIGHT SEC.2     .526         .604   .474    .580    .561    .413     .413    .543    .694     .685   .578   .574   .568   .433

*** DISCREPENCY INDEX    1.128-       1.082- 1.155-  1.344-  1.127-   .990-   1.141-  1.154-  1.024-   1.114-  .992- 1.137- 1.192- 1.147-


SUMMER
    MEAN WEIGHT SEC.1     .636-        .564-  .689-   .663-   .665-   .543-    .615-   .674-   .577-    .303-  .651-  .597-  .603-  .766-
    MEAN WEIGHT SEC.2     .473         .514   .442    .535    .451    .487     .421    .492    .524     .757   .450   .563   .444   .361

*** DISCREPENCY INDEX    1.109-       1.078- 1.131-  1.198-  1.116-  1.030-   1.036-  1.166-  1.101-   1.060- 1.101- 1.160- 1.047- 1.127-


ITINERANT
    MEAN WEIGHT SEC.1     .817-        .725-  .883-   .902-   .808-   .781-    .830-   .800-   .831-    .687-  .791-  .711-  .863-  .890-
    MEAN WEIGHT SEC.2     .511         .555   .479    .595    .498    .493     .531    .496    .522     .632   .558   .526   .387   .487

*** DISCREPENCY INDEX    1.328-       1.280- 1.362-  1.497-  1.306-  1.274-   1.361-  1.296-  1.353-   1.319- 1.349- 1.237- 1.250- 1.377-


EARLY GRAD
    MEAN WEIGHT SEC.1     .390-        .335-  .418-   .557-   .344-   .408-    .698-   .532-   .194     .156-  .250-  .386-  .480-  .486-
    MEAN WEIGHT SEC.2     .336         .321   .357    .375    .357    .272     .200    .285    .581     .417   .328   .253   .240   .359

*** DISCREPENCY INDEX     .726-        .656-  .775-   .932-   .701-   .680-    .898-   .817-   .387-    .573-  .578-  .639-  .720-  .845-
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
COLLEGE														
MEAN WEIGHT SEC.1	.338-	.286-	.366-	.576-	.287-	.314-	.692-	.487-	.263	.149-	.236-	.149-	.533-	.438-
MEAN WEIGHT SEC.2	.422	.443	.419	.294	.487	.365	.236	.342	.743	.437	.491	.419	.356	.426
*** DISCREPENCY INDEX	.760-	.729-	.785-	.870-	.774-	.679-	.928-	.829-	.480-	.586-	.727-	.568-	.889-	.864-
**** 2-15. CHECK THE PROGRAM AREAS WHICH RECEIVE INSTRUCTIONAL EMPHASIS FOR GIFT & TALENT IN SCHOOL														
LANGUAGE														
MEAN WEIGHT SEC.1	.089	.260	.027-	.160-	.109	.173	.053-	.072	.392	.262	.309	.250	.109	.088-
MEAN WEIGHT SEC.2	.973	1.026	.936	.947	1.005	.918	.935	.940	1.132	1.087	1.033	.936	1.143	.893
*** DISCREPENCY INDEX	.884-	.766-	.963-	1.107-	.896-	.745-	.988-	.868-	.740-	.825-	.724-	.686-	1.034-	.981-
FOR LANG														
MEAN WEIGHT SEC.1	.619-	.485-	.711-	.771-	.581-	.606-	.856-	.684-	.020-	.425-	.534-	.530-	.703-	.720-
MEAN WEIGHT SEC.2	.505	.580	.452	.452	.547	.448	.389	.471	.801	.655	.449	.415	.550	.486
*** DISCREPENCY INDEX	1.124-	1.065-	1.163-	1.223-	1.128-	1.054-	1.245-	1.155-	.821-	1.080-	.983-	.945-	1.253-	1.206-
SCIENCE														
MEAN WEIGHT SEC.1	.291-	.092-	.429-	.461-	.280-	.223-	.518-	.321-	.224	.083	.300-	.178-	.465-	.421-
MEAN WEIGHT SEC.2	.830	.891	.783	.796	.858	.780	.779	.806	.980	.961	.775	.799	.877	.797
*** DISCREPENCY INDEX	1.121-	.983-	1.212-	1.257-	1.138-	1.003-	1.297-	1.127-	.756-	.878-	1.075-	.977-	1.342-	1.218-
MATH														
MEAN WEIGHT SEC.1	.027	.178	.079-	.202-	.043	.104	.193-	.041	.410	.186	.211	.170	.092	.138-
MEAN WEIGHT SEC.2	.942	.985	.912	.935	.971	.886	.867	.948	1.073	1.044	1.000	.912	1.059	.880
*** DISCREPENCY INDEX	.915-	.807-	.991-	1.137-	.928-	.782-	1.060-	.907-	.663-	.858-	.789-	.742-	.967-	1.018-
SOC STUDIES														
MEAN WEIGHT SEC.1	.541-	.376-	.651-	.689-	.527-	.488-	.635-	.562-	.312-	.273-	.496-	.355-	.619-	.685-
MEAN WEIGHT SEC.2	.712	.786	.661	.671	.742	.666	.658	.709	.819	.795	.706	.729	.841	.652
*** DISCREPENCY INDEX	1.253-	1.162-	1.312-	1.360-	1.269-	1.154-	1.293-	1.271-	1.131-	1.068-	1.202-	1.084-	1.460-	1.337-
ART MUSIC														
MEAN WEIGHT SEC.1	.257-	.102-	.366-	.450-	.279-	.105-	.438-	.227-	.005	.000	.132-	.076-	.374-	.413-
MEAN WEIGHT SEC.2	.795	.869	.742	.822	.807	.741	.753	.775	.916	.892	.760	.859	.817	.742
*** DISCREPENCY INDEX	1.052-	.971-	1.108-	1.272-	1.086-	.846-	1.191-	1.002-	.911-	.892-	.892-	.935-	1.191-	1.155-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
PHYSICAL														
MEAN WEIGHT SEC.1	.580-	.450-	.671-	.667-	.610-	.469-	.605-	.557-	.591-	.412-	.508-	.518-	.619-	.666-
MEAN WEIGHT SEC.2	.662	.732	.615	.696	.669	.628	.666	.659	.672	.757	.542	.639	.788	.641
*** DISCREPENCY INDEX	1.242-	1.182-	1.286-	1.363-	1.279-	1.097-	1.271-	1.216-	1.263-	1.169-	1.050-	1.157-	1.407-	1.307-
LEADERSHIP														
MEAN WEIGHT SEC.1	.748-	.661-	.808-	.780-	.745-	.726-	.783-	.765-	.631-	.623-	.701-	.691-	.880-	.790-
MEAN WEIGHT SEC.2	.698	.768	.650	.683	.724	.662	.641	.708	.798	.766	.744	.648	.750	.676
*** DISCREPENCY INDEX	1.446-	1.429-	1.458-	1.463-	1.469-	1.388-	1.424-	1.473-	1.429-	1.389-	1.445-	1.339-	1.630-	1.466-
VOC MECH														
MEAN WEIGHT SEC.1	.601-	.523-	.665-	.722-	.588-	.555-	.771-	.701-	.255-	.455-	.548-	.605-	.612-	.659-
MEAN WEIGHT SEC.2	.517	.519	.517	.423	.574	.466	.425	.477	.702	.576	.484	.430	.612	.523
*** DISCREPENCY INDEX	1.118-	1.042-	1.182-	1.145-	1.162-	1.021-	1.196-	1.178-	.957-	1.031-	1.032-	1.035-	1.224-	1.182-
**** 2-16. DEGREE OF DIFFUCULTY FOR INITIATING OR EXPANDING PROGRAMS FOR GIFTED AND TALENTED														
INADEQUATE														
MEAN WEIGHT	.770	.818	.737	.791	.744	.826	.806	.794	.628	.761	.685	.651	.675	.856
INSUFF $														
MEAN WEIGHT	2.289	2.288	2.289	2.451	2.287	2.210	2.331	2.313	2.153	2.190	2.338	2.367	2.096	2.334
KNOWLEDGE														
MEAN WEIGHT	1.778	1.686	1.836	2.046	1.739	1.727	1.801	1.808	1.662	1.600	1.697	1.806	1.780	1.853
PERSONNEL														
MEAN WEIGHT	2.210	2.179	2.237	2.339	2.173	2.219	2.246	2.230	2.098	2.062	2.288	2.247	2.073	2.266
TRAINING														
MEAN WEIGHT	1.972	1.927	2.004	2.120	1.969	1.901	2.058	1.978	1.780	1.701	2.008	2.000	1.902	2.065
SUPPORT														
MEAN WEIGHT	1.008	1.011	1.004	1.069	1.013	.970	.988	1.043	.958	1.073	1.008	.983	.951	1.008
FACILITIES														
MEAN WEIGHT	1.825	1.813	1.833	1.971	1.785	1.843	1.978	1.771	1.676	1.554	1.773	1.747	1.911	1.948

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
MATERIALS MEAN WEIGHT	1.891	1.880	1.903	1.954	1.885	1.885	1.998	1.872	1.746	1.753	1.902	1.833	1.855	1.974
REFERRAL MEAN WEIGHT	1.694	1.626	1.734	1.759	1.699	1.645	1.786	1.675	1.565	1.516	1.733	1.618	1.675	1.775
INTEREST MEAN WEIGHT	1.260	1.247	1.269	1.408	1.198	1.329	1.360	1.263	1.061	1.280	1.153	1.078	1.220	1.350
CONSULTANTS MEAN WEIGHT	1.655	1.633	1.672	1.799	1.600	1.704	1.741	1.664	1.465	1.469	1.720	1.522	1.581	1.767
PRIORITIES MEAN WEIGHT	2.040	1.998	2.071	2.162	2.046	1.957	1.993	2.084	2.009	1.833	2.144	2.072	2.000	2.082
OTHERS MEAN WEIGHT	1.041	1.151	.975	1.091	.987	1.158	1.020	1.080	1.000	.960	1.000	.965	1.027	1.107
**** 2-17. HOW ESSENTIAL IS EACH OF THE FOLLOWING FACTORS IN PROVIDING PROGRAMS FOR GIFT AND TALENT														
SUF NBR MEAN WEIGHT	1.957	1.907	1.983	2.034	1.940	1.942	1.927	1.913	2.119	2.030	1.850	1.962	1.904	1.96[illegible]
COM INT MEAN WEIGHT	1.920	1.956	1.893	1.954	1.886	1.981	2.000	1.865	1.894	2.035	1.917	1.995	1.866	1.864
TEACHER MEAN WEIGHT	2.368	2.439	2.317	2.411	2.350	2.381	2.400	2.314	2.436	2.455	2.383	2.449	2.307	2.319
QUALIFIED MEAN WEIGHT	2.126	2.142	2.117	2.121	2.066	2.276	2.183	2.116	2.055	2.241	2.203	2.086	1.976	2.119
AWARENESS MEAN WEIGHT	2.144	2.184	2.117	2.183	2.126	2.165	2.188	2.098	2.165	2.141	2.083	2.236	2.112	2.137
IDENTIF MEAN WEIGHT	2.182	2.226	2.155	2.299	2.138	2.221	2.222	2.130	2.231	2.312	2.128	2.220	2.137	2.146

QUESTION ABBREVIATION	GRAND TOTAL	PARTICIPATION YES	PARTICIPATION NO	AGE GROUP UNDER 35	AGE GROUP 35-50	AGE GROUP OVER 50	SCHOOL SIZE UNDER 400	SCHOOL SIZE 400-800	SCHOOL SIZE OVER 800	COMMUNITY SIZE OVER 50000	COMMUNITY SIZE URBAN ADJAC	COMMUNITY SIZE 20000-50000	COMMUNITY SIZE 10000-20000	COMMUNITY SIZE UNDER 10000
TRAINING MEAN WEIGHT	2.277	2.330	2.243	2.343	2.244	2.321	2.273	2.304	2.217	2.328	2.227	2.372	2.248	2.246
SUPPORT MEAN WEIGHT	2.582	2.653	2.532	2.644	2.567	2.576	2.611	2.562	2.571	2.625	2.586	2.645	2.560	2.546
FUNDING MEAN WEIGHT	2.406	2.439	2.388	2.509	2.379	2.414	2.460	2.397	2.332	2.490	2.436	2.424	2.177	2.417
FACILITIES MEAN WEIGHT	1.766	1.745	1.780	1.800	1.702	1.899	1.909	1.699	1.668	1.571	1.714	1.615	1.738	1.910
OTHERS MEAN WEIGHT	.701	.862	.579	.565	.625	1.000	.770	.642	.690	.519	.000	.571	.667	.914

**** 2-18. TO WHAT EXTENT DO YOU DISAGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS

QUESTION ABBREVIATION	GRAND TOTAL	PARTICIPATION YES	PARTICIPATION NO	AGE GROUP UNDER 35	AGE GROUP 35-50	AGE GROUP OVER 50	SCHOOL SIZE UNDER 400	SCHOOL SIZE 400-800	SCHOOL SIZE OVER 800	COMMUNITY SIZE OVER 50000	COMMUNITY SIZE URBAN ADJAC	COMMUNITY SIZE 20000-50000	COMMUNITY SIZE 10000-20000	COMMUNITY SIZE UNDER 10000
IDENT MEAN WEIGHT	.171-	.193-	.165-	.293-	.185-	.063-	.204-	.079-	.339-	.194-	.244-	.215-	.344-	.091-
FUNDING MEAN WEIGHT	.283	.261	.300	.370	.231	.371	.305	.324	.139	.166	.188	.269	.181	.378
FEDERAL MEAN WEIGHT	.762	.847	.709	.902	.750	.732	.809	.746	.708	.960	.684	.870	.740	.678
INDIANA MEAN WEIGHT	.653	.745	.598	.763	.635	.673	.712	.638	.589	.863	.632	.717	.643	.570
COUNCIL MEAN WEIGHT	.398	.508	.319	.471	.360	.438	.388	.431	.324	.621	.466	.397	.165	.356
CONSULT MEAN WEIGHT	.776	.869	.719	.868	.739	.812	.777	.806	.699	.864	.872	.842	.654	.729
APPROVE MEAN WEIGHT	.452	.511	.408	.707	.378	.476	.545	.467	.242	.543	.466	.435	.405	.440

QUESTION ABBREVIATION	GRAND TOTAL	PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
		YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
TRAINING														
MEAN WEIGHT	.376	.499	.293	.529	.319	.430	.431	.385	.257	.513	.293	.495	.307	.331
DEVELOP														
MEAN WEIGHT	.776	.864	.718	.850	.760	.786	.781	.834	.630	.887	.795	.885	.646	.730

**** 2-19. WHICH ONE OF THE FOLLOWING STATEMENTS BEST EXPRESSES THE WAY YOU FEEL ABOUT GIFT & TALENT

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
ALREADY PRIVILEGED	35	10	25	2	16	16	12	15	8	10	3	3	2	17
	2.99	28.57	71.43	5.71	45.71	45.71	34.29	42.86	22.86	28.57	8.57	8.57	5.71	48.57
		(2.14)	(3.62)	(1.17)	(2.37)	(5.21)	(2.85)	(2.84)	(3.72)	(5.15)	(2.33)	(1.64)	(1.56)	(3.20)
EXPENSIVE FRILL	47	16	31	4	26	17	17	22	8	6	4	7	6	24
	4.02	34.04	65.96	8.51	55.32	36.17	36.17	46.81	17.02	12.77	8.51	14.89	12.77	51.06
		(3.42)	(4.49)	(2.34)	(3.85)	(5.54)	(4.04)	(4.16)	(3.72)	(3.09)	(3.10)	(3.83)	(4.69)	(4.52)
THEY WILL SUCCEED	183	54	129	33	110	39	64	90	29	12	15	23	25	107
	15.65	29.51	70.49	18.03	60.11	21.31	34.97	49.18	15.85	6.56	8.20	12.57	13.66	58.47
		(11.54)	(18.70)	(19.30)	(16.27)	(12.70)	(15.20)	(17.01)	(13.49)	(6.19)	(11.63)	(12.57)	(19.53)	(20.15)
NEED ASSISTANCE	322	128	188	35	199	85	110	144	67	61	37	50	38	135
	27.54	39.75	58.39	10.87	61.80	26.40	34.16	44.72	20.81	18.94	11.49	15.53	11.80	41.93
		(27.35)	(27.25)	(20.47)	(29.44)	(27.69)	(26.13)	(27.22)	(31.16)	(31.44)	(28.68)	(27.32)	(29.69)	(25.42)
EDUCATIONAL NEGLECT	379	175	201	57	202	115	151	176	51	71	47	69	33	159
	32.42	46.17	53.03	15.04	53.30	30.34	39.84	46.44	13.46	18.73	12.40	18.21	8.71	41.95
		(37.39)	(29.13)	(33.33)	(29.88)	(37.46)	(35.87)	(33.27)	(23.72)	(36.60)	(36.43)	(37.70)	(25.78)	(29.94)
NONE OF THE ABOVE	203	85	116	40	123	35	67	82	52	34	23	31	24	89
	17.37	41.87	57.14	19.70	60.59	17.24	33.00	40.39	25.62	16.75	11.33	15.27	11.82	43.84
		(18.16)	(16.81)	(23.39)	(18.20)	(11.40)	(15.91)	(15.50)	(24.19)	(17.53)	(17.83)	(16.94)	(18.75)	(16.76)
*** TOTALS LINE ***	1,169	468	690	171	676	307	421	529	215	194	129	183	128	531

**** 2-20. WHICH FOLLOWING STATEMENT BEST DESCRIBES THE STATUS OF THE NEEDS OF G & T IN YOUR SCHOOL

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
ACCOMODATING/IMPROVE	63	32	31	3	31	28	19	28	16	21	5	10	12	15
	5.29	50.79	49.21	4.76	49.21	44.44	30.16	44.44	25.40	33.33	7.94	15.87	19.05	23.81
		(6.74)	(4.40)	(1.69)	(4.55)	(8.53)	(4.49)	(5.13)	(7.34)	(10.45)	(3.85)	(5.46)	(9.30)	(2.76)
ACCOMODATING/ADEQUAT	228	93	130	26	132	65	63	105	58	43	44	34	23	82
	19.16	40.79	57.02	11.40	57.89	28.51	27.63	46.05	25.44	18.86	19.30	14.91	10.09	35.96
		(19.58)	(18.47)	(14.69)	(19.35)	(20.50)	(14.89)	(19.23)	(26.61)	(21.39)	(33.85)	(18.58)	(17.83)	(15.07)
ACCOMODATING/SPORADI	316	135	179	42	206	64	95	143	78	61	33	61	39	121
	26.55	42.72	56.65	13.29	65.19	20.25	30.06	45.25	24.68	19.30	10.44	19.30	12.34	38.29
		(28.42)	(25.43)	(23.73)	(30.21)	(20.19)	(22.46)	(26.19)	(35.78)	(30.35)	(25.38)	(33.33)	(30.23)	(22.24)
NOT ACCOMODATED	555	207	344	103	294	154	235	258	61	72	42	75	52	314
	46.64	37.30	61.98	18.56	52.97	27.75	42.34	46.49	10.99	12.97	7.57	13.51	9.37	56.58
		(43.58)	(48.86)	(58.19)	(43.11)	(48.58)	(55.56)	(47.25)	(27.98)	(35.82)	(32.31)	(40.98)	(40.31)	(57.72)
NONE OF THE ABOVE	28	8	20	3	19	6	11	12	5	4	6	3	3	12
	2.35	28.57	71.43	10.71	67.86	21.43	39.29	42.86	17.86	14.29	21.43	10.71	10.71	42.86
		(1.68)	(2.84)	(1.69)	(2.79)	(1.89)	(2.60)	(2.20)	(2.29)	(1.99)	(4.62)	(1.64)	(2.33)	(2.21)
*** TOTALS LINE ***	1,190	475	704	177	682	317	423	546	218	201	130	183	129	544

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 2-21. APPROXIMATELY HOW MUCH ADDITIONAL MONEY DO YOU THINK YOU WILL NEED PER EACH G & T STUDENT														
I AM NOT SURE	701	258	433	99	395	193	259	315	124	115	78	106	78	320
	59.11	36.80	61.77	14.12	56.35	27.53	36.95	44.94	17.69	16.41	11.13	15.12	11.13	45.65
		(54.32)	(61.95)	(56.25)	(58.17)	(61.08)	(61.67)	(58.12)	(56.36)	(57.79)	(58.65)	(57.92)	(60.94)	(59.37)
$ 200.00 OR LESS	65	31	34	9	34	22	23	37	5	16	5	10	6	28
	5.48	47.69	52.31	13.85	52.31	33.85	35.38	56.92	7.69	24.62	7.69	15.38	9.23	43.08
		(6.53)	(4.86)	(5.11)	(5.01)	(6.96)	(5.48)	(6.83)	(2.27)	(8.04)	(3.76)	(5.46)	(4.69)	(5.19)
BETWEEN $200 - $500	162	78	82	23	88	50	53	71	38	31	23	29	16	63
	13.66	48.15	50.62	14.20	54.32	30.86	32.72	43.83	23.46	19.14	14.20	17.90	9.88	38.89
		(16.42)	(11.73)	(13.07)	(12.96)	(15.82)	(12.62)	(13.10)	(17.27)	(15.58)	(17.29)	(15.85)	(12.50)	(11.69)
BETWEEN $500 - $1000	140	67	73	21	92	27	44	68	27	25	13	22	17	63
	11.80	47.86	52.14	15.00	65.71	19.29	31.43	48.57	19.29	17.86	9.29	15.71	12.14	45.00
		(14.11)	(10.44)	(11.93)	(13.55)	(8.54)	(10.48)	(12.55)	(12.27)	(12.56)	(9.77)	(12.02)	(13.28)	(11.69)
OVER $ 1,000.00	118	41	77	24	70	24	41	51	26	12	14	16	11	65
	9.95	34.75	65.25	20.34	59.32	20.34	34.75	43.22	22.03	10.17	11.86	13.56	9.32	55.08
		(8.63)	(11.02)	(13.64)	(10.31)	(7.59)	(9.76)	(9.41)	(11.82)	(6.03)	(10.53)	(8.74)	(8.59)	(12.06)
*** TOTALS LINE ***	1,186	475	699	176	679	316	420	542	220	199	133	183	128	539
**** 2-22. IF YOUR SCHOOL CORPORATION ANNOUNCES INITIATING PROGRAMS FOR GIFT & TALENT, YOU WOULD														
ACTIVE & AVID SUPPRT	461	186	275	87	242	126	171	197	92	73	50	77	48	213
	40.37	40.35	59.65	18.87	52.49	27.33	37.09	42.73	19.96	15.84	10.85	16.70	10.41	46.20
		(42.27)	(39.86)	(50.58)	(37.00)	(41.72)	(42.12)	(37.45)	(44.66)	(38.62)	(40.00)	(43.50)	(38.71)	(40.73)
ACTIVELY SEEK PARTIC	469	190	271	61	290	114	142	233	91	85	55	70	49	207
	41.07	40.51	57.78	13.01	61.83	24.31	30.28	49.68	19.40	18.12	11.73	14.93	10.45	44.14
		(43.18)	(39.28)	(35.47)	(44.34)	(37.75)	(34.95)	(44.30)	(44.17)	(44.97)	(44.00)	(39.55)	(39.52)	(39.58)
PARTICIPATE IF REQUD	141	38	101	16	81	42	59	68	14	20	13	20	16	71
	12.35	26.95	71.63	11.35	57.45	29.79	41.84	48.23	9.93	14.18	9.22	14.18	11.35	50.35
		(8.64)	(14.64)	(9.30)	(12.39)	(13.91)	(14.53)	(12.93)	(6.80)	(10.58)	(10.40)	(11.30)	(12.90)	(13.58)
NOT PARTIC/NOT OPPOS	20	10	9	2	8	10	14	6	0	3	2	3	2	10
	1.75	50.00	45.00	10.00	40.00	50.00	70.00	30.00	.00	15.00	10.00	15.00	10.00	50.00
		(2.27)	(1.30)	(1.16)	(1.22)	(3.31)	(3.45)	(1.14)	(0)	(1.59)	(1.60)	(1.69)	(1.61)	(1.91)
ACTIVELY OPPOSE PROG	7	2	5	0	4	3	2	1	4	1	0	1	3	2
	.61	28.57	71.43	.00	57.14	42.86	28.57	14.29	57.14	14.29	.00	14.29	42.86	28.57
		(.45)	(.72)	(0)	(.61)	(.99)	(.49)	(.19)	(1.94)	(.53)	(0)	(.56)	(2.42)	(.38)
NONE OF THE ABOVE	44	14	29	6	29	7	18	21	5	7	5	6	6	20
	3.85	31.82	65.91	13.64	65.91	15.91	40.91	47.73	11.36	15.91	11.36	13.64	13.64	45.45
		(3.18)	(4.20)	(3.49)	(4.43)	(2.32)	(4.43)	(3.99)	(2.43)	(3.70)	(4.00)	(3.39)	(4.84)	(3.82)
*** TOTALS LINE ***	1,142	440	690	172	654	302	406	526	206	189	125	177	124	523
**** 2-23. IF ADDITIONAL FUNDS BECOME AVAILABLE, RANK FOLLOWING NEEDS IN ORDER OF PRIORITY FOR YOU														
SKILLS OF STAFF	4,717	1,785	2,891	729	2,749	1,198	1,640	2,160	903	785	522	658	536	2,206
	383.50	37.84	61.29	15.45	58.28	25.40	34.77	45.79	19.14	16.64	11.07	13.95	11.36	46.77

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
PRESCHOOL EDUCATION	6,211	2,353	3,809	884	3,638	1,635	2,090	2,816	1,287	927	685	874	718	2,988
	504.96	37.88	61.33	14.23	58.57	26.32	33.65	45.34	20.72	14.93	11.03	14.07	11.56	48.11
IMPROVE CUR CURRIC	3,170	1,227	1,900	493	1,804	837	1,173	1,487	498	528	352	494	349	1,438
	257.72	38.71	59.94	15.55	56.91	26.40	37.00	46.91	15.71	16.66	11.10	15.58	11.01	45.36
POTENTIAL DROPOUTS	5,144	2,081	3,000	851	2,871	1,365	1,885	2,368	873	844	638	838	538	2,270
	418.21	40.45	58.32	16.54	55.81	26.54	36.64	46.03	16.97	16.41	12.40	16.29	10.46	44.13
SOCIALLY DISADVANTAG	4,888	1,952	2,898	755	2,881	1,208	1,673	2,271	927	722	591	795	522	2,243
	397.40	39.93	59.29	15.45	58.94	24.71	34.23	46.46	18.96	14.77	12.09	16.26	10.68	45.89
FOR GIFTED & TALENTD	4,104	1,529	2,538	698	2,370	991	1,478	1,864	752	640	464	608	434	1,942
	333.66	37.26	61.84	17.01	57.75	24.15	36.01	45.42	18.32	15.59	11.31	14.81	10.58	47.32
VOCATIONAL EDUCATION	4,901	1,997	2,853	816	2,794	1,239	1,788	2,295	804	878	596	853	493	2,066
	398.46	40.75	58.21	16.65	57.01	25.28	36.48	46.83	16.40	17.91	12.16	17.40	10.06	42.15
ADD PUPIL PERSONNEL	5,193	2,103	3,051	801	2,968	1,389	1,923	2,301	963	889	515	836	570	2,374
	422.20	40.50	58.75	15.42	57.15	26.75	37.03	44.31	18.54	17.12	9.92	16.10	10.98	45.72
*** TOTALS LINE ***	38,328	15,027	22,940	6,027	22,075	9,862	13,650	17,562	7,007	6,213	4,363	5,956	4,160	17,527

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 1- 1. SEX OF THE RESPONDENT														
MALE	518	100	406	256	166	90	55	185	276	138	75	67	73	163
	41.57	19.31	78.38	49.42	32.05	17.37	10.62	35.71	53.28	26.64	14.48	12.93	14.09	31.47
FEMALE	728	192	526	353	222	134	151	366	199	161	90	108	72	281
	58.43	26.37	72.25	48.49	30.49	18.41	20.74	50.27	27.34	22.12	12.36	14.84	9.89	38.60
*** TOTALS LINE ***	1,246	292	932	609	388	224	206	551	475	299	165	175	145	444
**** 1- 2. AGE OF RESPONDENT AT THEIR LST BIRTHDAY														
UNDER 35	611	123	482	611	0	0	111	274	219	114	85	92	69	243
	49.96	20.13	78.89	100.00	.00	.00	18.17	44.84	35.84	18.66	13.91	15.06	11.29	39.77
BETWEEN 35 - 50	388	96	287	0	388	0	57	176	152	111	56	55	42	118
	31.73	24.74	73.97	.00	100.00	.00	14.69	45.36	39.18	28.61	14.43	14.18	10.82	30.41
OVER 50	224	66	149	0	0	224	34	91	95	66	22	26	32	76
	18.32	29.46	66.52	.00	.00	100.00	15.18	40.63	42.41	29.46	9.82	11.61	14.29	33.93
*** TOTALS LINE ***	1,223	285	918	611	388	224	202	541	466	291	163	173	143	437
**** 1- 3. WHAT IS THE HIGHEST PROFESSIONAL DEGREE THAT RESPONDENT HOLDS														
BACHELORS DEGREE	309	67	238	229	25	49	76	139	89	54	31	34	35	150
	24.78	21.68	77.02	74.11	8.09	15.86	24.60	44.98	28.80	17.48	10.03	11.00	11.33	48.54
MASTERS DEGREE	915	219	680	378	352	165	126	405	375	236	130	141	107	289
	73.38	23.93	74.32	41.31	38.47	18.03	13.77	44.26	40.98	25.79	14.21	15.41	11.69	31.58
SPEC IN EDUCATION	18	4	12	4	7	6	3	6	9	8	3	1	2	4
	1.44	22.22	66.67	22.22	38.89	33.33	16.67	33.33	50.00	44.44	16.67	5.56	11.11	22.22
DOCTORAL DEGREE	5	2	3	0	4	1	0	1	4	2	2	0	0	1
	.40	40.00	60.00	.00	80.00	20.00	.00	20.00	80.00	40.00	40.00	.00	.00	20.00
*** TOTALS LINE ***	1,247	292	933	611	388	221	205	551	477	300	166	176	144	444
**** 1- 4. HOW MANY YEARS OF FULL-TIME TEACHING DID THE RESPONDENT COMPLETE AT FOLLOWING LEVELS														
ELEMENTARY LEVEL	6,871	2,460	4,292	1,355	2,359	2,883	1,711	3,835	1,203	2,028	900	906	661	2,278
	5.51	35.80	62.47	19.72	34.33	41.96	24.90	55.81	17.51	29.52	13.10	13.19	9.62	33.15

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
SECONDARY LEVEL	6,930	1,222	5,577	1,673	2,731	2,358	306	1,973	4,637	1,906	869	1,046	867	2,204
	5.56	17.63	80.48	24.14	39.41	34.03	4.42	28.47	66.91	27.50	12.54	15.09	12.51	31.80
*** TOTALS LINE ***	13,801	3,682	9,869	3,028	5,090	5,241	2,017	5,808	5,840	3,934	1,769	1,952	1,528	4,482

**** 1- 5. WHAT GRADE ARE YOU TEACHING THIS YEAR - INDICATE ALL GRADES TAUGHT

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
NURSERY SCHOOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
KINDERGARTEN	59	17	42	28	23	8	16	32	10	22	4	13	3	17
	1.98	28.81	71.19	47.46	38.98	13.56	27.12	54.24	16.95	37.29	6.78	22.03	5.08	28.81
GRADE 1	152	40	111	73	46	31	39	94	17	39	14	21	14	61
	5.09	26.32	73.03	48.03	30.26	20.39	25.66	61.84	11.18	25.66	9.21	13.82	9.21	40.13
GRADE 2	156	47	107	79	52	24	43	93	16	55	18	17	11	53
	5.22	30.13	68.59	50.64	33.33	15.38	27.56	59.62	10.26	35.26	11.54	10.90	7.05	33.97
GRADE 3	176	45	126	78	55	39	41	105	28	45	31	25	18	56
	5.89	25.57	71.59	44.32	31.25	22.16	23.30	59.66	15.91	25.57	17.61	14.20	10.23	31.82
GRADE 4	181	47	128	88	57	32	54	111	15	53	27	28	15	57
	6.06	25.97	70.72	48.62	31.49	17.68	29.83	61.33	8.29	29.28	14.92	15.47	8.29	31.49
GRADE 5	179	53	123	77	67	30	50	108	21	53	31	22	17	54
	5.99	29.61	68.72	43.02	37.43	16.76	27.93	60.34	11.73	29.61	17.32	12.29	9.50	30.17
GRADE 6	211	52	155	115	56	35	53	126	30	60	28	26	22	75
	7.07	24.64	73.46	54.50	26.54	16.59	25.12	59.72	14.22	28.44	13.27	12.32	10.43	35.55
GRADE 7	240	49	185	140	66	31	27	128	84	59	31	31	25	92
	8.04	20.42	77.08	58.33	27.50	12.92	11.25	53.33	35.00	24.58	12.92	12.92	10.42	38.33
GRADE 8	258	54	200	149	71	33	32	133	93	68	31	31	25	100
	8.64	20.93	77.52	57.75	27.52	12.79	12.40	51.55	36.05	26.36	12.02	12.02	9.69	38.76
GRADE 9	297	47	243	163	86	41	17	97	181	70	35	34	37	117
	9.95	15.82	81.82	54.88	28.96	13.80	5.72	32.66	60.94	23.57	11.78	11.45	12.46	39.39
GRADE 10	348	58	284	175	106	60	18	91	237	79	32	49	46	138
	11.65	16.67	81.61	50.29	30.46	17.24	5.17	26.15	68.10	22.70	9.20	14.08	13.22	39.66
GRADE 11	367	56	302	182	112	66	17	93	255	83	42	50	46	142
	12.29	15.26	82.29	49.59	30.52	17.98	4.63	25.34	69.48	22.62	11.44	13.62	12.53	38.69
GRADE 12	362	59	297	175	113	69	80	41	55	43	139	17	91	252
	12.12	16.30	82.04	48.34	31.22	19.06	22.10	11.33	15.19	11.88	38.40	4.70	25.14	69.61
*** TOTALS LINE ***	2,986	624	2,303	1,522	910	499	487	1,252	1,042	729	463	364	370	1,214

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 1- 6. WHICH ONE FIELD ARE YOU CURRENTLY TEACHING THE LARGEST PORTION OF YOUR TIME														
AGRICULTURE	10	1	9	2	4	4	0	5	5	1	0	0	0	9
	1.18	10.00	90.00	20.00	40.00	40.00	.00	50.00	50.00	10.00	.00	.00	.00	90.00
ART	61	15	44	38	16	5	6	33	21	13	7	11	7	22
	7.19	24.59	72.13	62.30	26.23	8.20	9.84	54.10	34.43	21.31	11.48	18.03	11.48	36.07
BUSINESS EDUCATION	46	4	42	20	14	11	3	10	32	9	5	6	6	19
	5.42	8.70	91.30	43.48	30.43	23.91	6.52	21.74	69.57	19.57	10.87	13.04	13.04	41.30
ENGLISH	121	25	94	70	26	20	11	56	54	21	13	16	16	53
	14.27	20.66	77.69	57.85	21.49	16.53	9.09	46.28	44.63	17.36	10.74	13.22	13.22	43.80
FOREIGN LANGUAGE	25	3	21	12	7	4	0	6	19	11	2	4	3	5
	2.95	12.00	84.00	48.00	28.00	16.00	.00	24.00	76.00	44.00	8.00	16.00	12.00	20.00
HEALTH & PHYS EDUCA	69	14	54	35	27	6	6	33	29	11	12	10	12	24
	8.14	20.29	78.26	50.72	39.13	8.70	8.70	47.83	42.03	15.94	17.39	14.49	17.39	34.78
HOME ECONOMICS	54	4	50	25	13	14	5	18	31	12	8	11	6	16
	6.37	7.41	92.59	46.30	24.07	25.93	9.26	33.33	57.41	22.22	14.81	20.37	11.11	29.63
MATHEMATICS	106	22	82	50	34	21	8	32	66	30	16	14	11	34
	12.50	20.75	77.36	47.17	32.08	19.81	7.55	30.19	62.26	28.30	15.09	13.21	10.38	32.08
SCIENCE	85	21	64	43	22	18	7	26	52	22	12	13	11	26
	10.02	24.71	75.29	50.59	25.88	21.18	8.24	30.59	61.18	25.88	14.12	15.29	12.94	30.59
SOCIAL STUDIES	101	16	80	50	32	18	12	38	51	22	11	13	19	35
	11.91	15.84	79.21	49.50	31.68	17.82	11.88	37.62	50.50	21.78	10.89	12.87	18.81	34.65
MUSIC	44	12	32	23	13	8	6	22	16	16	6	7	5	10
	5.19	27.27	72.73	52.27	29.55	18.18	13.64	50.00	36.36	36.36	13.64	15.91	11.36	22.73
INDUSTRIAL ARTS	39	7	31	16	16	6	3	10	26	12	3	5	6	13
	4.60	17.95	79.49	41.03	41.03	15.38	7.69	25.64	66.67	30.77	7.69	12.82	15.38	33.33
SPECIAL EDUCATION	8	2	6	4	4	0	3	3	2	2	0	0	1	5
	.94	25.00	75.00	50.00	50.00	.00	37.50	37.50	25.00	25.00	.00	.00	12.50	62.50
OTHER	79	23	55	33	30	15	18	12	6	11	31	6	32	41
	9.32	29.11	69.62	41.77	37.97	18.99	22.78	15.19	7.59	13.92	39.24	7.59	40.51	51.90
*** TOTALS LINE ***	848	169	664	421	258	150	88	304	410	193	126	116	135	312

**** 1- 7. HAS THE RESPONDENT EVER PARTICIPATED IN A COURSE, WORKSHOP, OR SEMINAR ON GIFT & TALENTED

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
YES	292	292	0	123	96	66	52	133	104	86	37	58	22	86
	23.78	100.00	.00	42.12	32.88	22.60	17.81	45.55	35.62	29.45	12.67	19.86	7.53	29.45
NO	936	0	936	482	287	149	152	407	366	204	128	118	120	351
	76.22	.00	100.00	51.50	30.66	15.92	16.24	43.48	39.10	21.79	13.68	12.61	12.82	37.50
*** TOTALS LINE ***	1,228	292	936	605	383	215	204	540	470	290	165	176	142	437
**** 1- 8.	WHAT SIZE COMMUNITY IS YOUR SCHOOL LOCATED IN													
URBAN - 50,000 +	300	86	204	114	111	66	29	119	150	300	0	0	0	0
	24.35	28.67	68.00	38.00	37.00	22.00	9.67	39.67	50.00	100.00	.00	.00	.00	.00
SUBURBAN - ADJACENT	166	37	128	85	56	22	11	77	78	0	166	0	0	0
	13.47	22.29	77.11	51.20	33.73	13.25	6.63	46.39	46.99	.00	100.00	.00	.00	.00
SMALL CITY 20-50M	176	58	118	92	55	26	27	62	83	0	0	176	0	0
	14.29	32.95	67.05	52.27	31.25	14.77	15.34	35.23	47.16	.00	.00	100.00	.00	.00
LARGE TOWN 10-20M	145	22	120	69	42	32	21	59	64	0	0	0	145	0
	11.77	15.17	82.76	47.59	28.97	22.07	14.48	40.69	44.14	.00	.00	.00	100.00	.00
RURAL - 10,000 LESS	445	86	351	243	118	76	117	224	97	0	0	0	0	445
	36.12	19.33	78.88	54.61	26.52	17.08	26.29	50.34	21.80	.00	.00	.00	.00	100.00
*** TOTALS LINE ***	1,232	289	921	603	382	222	205	541	472	300	166	176	145	445
**** 1- 9.	HOW WOULD YOU JUDGE THE SOCIO-ECONOMIC LEVEL OF YOUR STUDENT POPULATION													
LOWER	218	49	166	113	64	35	54	110	50	79	15	20	18	86
	17.62	22.48	76.15	51.83	29.36	16.06	24.77	50.46	22.94	36.24	6.88	9.17	8.26	39.45
MIDDLE	454	107	337	211	148	87	71	213	167	74	69	56	59	190
	36.70	23.57	74.23	46.48	32.60	19.16	15.64	46.92	36.78	16.30	15.20	12.33	13.00	41.85
UPPER	59	16	43	32	16	9	2	31	26	12	13	13	10	10
	4.77	27.12	72.88	54.24	27.12	15.25	3.39	52.54	44.07	20.34	22.03	22.03	16.95	16.95
MIXED	502	118	375	248	153	90	75	191	231	131	68	86	56	151
	40.58	23.51	74.70	49.40	30.48	17.93	14.94	38.05	46.02	26.10	13.55	17.13	11.16	30.08
NOT SURE	4	1	3	3	1	0	1	2	1	1	1	0	0	2
	.32	25.00	75.00	75.00	25.00	.00	25.00	50.00	25.00	25.00	25.00	.00	.00	50.00
*** TOTALS LINE ***	1,237	291	924	607	382	221	203	547	475	297	166	175	143	439

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 1-10. WHAT IS THE PRESENT ENROLLMENT OF YOUR SCHOOL														
LESS THAN 400	206	52	152	111	57	34	206	0	0	29	11	27	21	117
	16.67	25.24	73.79	53.88	27.67	16.50	100.00	.00	.00	14.08	5.34	13.11	10.19	56.80
BETWEEN 400-800	552	133	407	274	176	91	0	552	0	119	77	62	59	224
	44.66	24.09	73.73	49.64	31.88	16.49	.00	100.00	.00	21.56	13.95	11.23	10.69	40.58
OVER 800	478	104	366	219	152	95	0	0	478	150	78	83	64	97
	38.67	21.76	76.57	45.82	31.80	19.87	.00	.00	100.00	31.38	16.32	17.36	13.39	20.29
*** TOTALS LINE ***	1,236	289	925	604	385	220	206	552	478	298	166	172	144	438
**** 1-11. WHAT GRADES ARE INCLUDED IN YOUR SCHOOL														
K THRU 6TH	278	92	180	132	85	55	86	165	25	76	43	50	22	81
	29.70	33.09	64.75	47.48	30.58	19.78	30.94	59.35	8.99	27.34	15.47	17.99	7.91	29.14
1ST THRU 6TH	26	4	22	9	9	6	15	11	0	1	2	2	6	14
	2.78	15.38	84.62	34.62	34.62	23.08	57.69	42.31	.00	3.85	7.69	7.69	23.08	53.85
K THRU 8TH	94	32	60	34	40	16	20	60	11	45	3	3	7	36
	10.04	34.04	63.83	36.17	42.55	17.02	21.28	63.83	11.70	47.87	3.19	3.19	7.45	38.30
1ST THRU 8TH	6	1	5	4	1	1	2	4	0	0	0	1	0	5
	.64	16.67	83.33	66.67	16.67	16.67	33.33	66.67	.00	.00	.00	16.67	.00	83.33
K THRU 12TH	44	5	36	29	8	6	9	19	15	5	1	1	1	36
	4.70	11.36	81.82	65.91	18.18	13.64	20.45	43.18	34.09	11.36	2.27	2.27	2.27	81.82
1ST THRU 12TH	8	1	7	5	1	2	2	2	3	0	0	0	0	8
	.85	12.50	87.50	62.50	12.50	25.00	25.00	25.00	37.50	.00	.00	.00	.00	100.00
7TH THRU 9TH	82	14	66	47	24	8	0	23	59	30	15	23	11	2
	8.76	17.07	80.49	57.32	29.27	9.76	.00	28.05	71.95	36.59	18.29	28.05	13.41	2.44
7TH THRU 12TH	76	12	64	44	19	12	6	39	31	5	8	1	0	60
	8.12	15.79	84.21	57.89	25.00	15.79	7.89	51.32	40.79	6.58	10.53	1.32	.00	78.95
9TH THRU 12TH	222	40	177	105	73	40	5	51	165	56	23	23	41	77
	23.72	18.02	79.73	47.30	32.88	18.02	2.25	22.97	74.32	25.23	10.36	10.36	18.47	34.68
10TH THRU 12TH	100	21	77	34	39	24	0	2	98	34	19	34	7	4
	10.68	21.00	77.00	34.00	39.00	24.00	.00	2.00	98.00	34.00	19.00	34.00	7.00	4.00
*** TOTALS LINE ***	936	222	694	443	299	170	145	376	407	252	114	138	95	323

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
**** 2- 1. IN YOUR OPINION A GIFTED AND TALENTED CHILD IS ONE WHO														
RECOGNIZED MEAN WEIGHT	.843	.747	.875	.805	.861	.877	.806	.857	.849	.936	.744	.823	.796	.834
SUPER IQ MEAN WEIGHT	.533	.456	.560	.478	.537	.653	.403	.516	.604	.605	.546	.583	.563	.445
ABILITY MEAN WEIGHT	1.114	1.056	1.136	1.091	1.132	1.124	1.070	1.156	1.080	1.169	1.075	1.149	1.049	1.100
TALENT MEAN WEIGHT	1.136	1.166	1.132	1.106	1.178	1.127	1.202	1.123	1.120	1.133	1.091	1.190	1.134	1.145
CREATIVE MEAN WEIGHT	1.196	1.298	1.163	1.214	1.186	1.177	1.236	1.198	1.174	1.224	1.157	1.250	1.092	1.207
**** 2- 2. USING YOUR OWN DEFINITION APPROXIMATELY WHAT PERCENTAGE OF STUDENTS IN YOUR SCHOOL ARE GT														
G & T 00-01%	542	114	415	255	163	113	108	236	188	127	65	71	56	212
	43.89	21.03	76.57	47.05	30.07	20.85	19.93	43.54	34.69	23.43	11.99	13.10	10.33	39.11
		(39.45)	(44.86)	(42.29)	(42.34)	(51.36)	(52.94)	(43.30)	(39.75)	(43.05)	(39.39)	(40.80)	(38.89)	(48.18)
G & T 02-03%	391	91	296	203	113	64	48	201	140	93	52	52	54	136
	31.66	23.27	75.70	51.92	28.90	16.37	12.28	51.41	35.81	23.79	13.30	13.30	13.81	34.78
		(31.49)	(32.00)	(33.67)	(29.35)	(29.09)	(23.53)	(36.88)	(29.60)	(31.53)	(31.52)	(29.89)	37.50)	(30.91)
G & T 04-06%	157	39	117	73	58	23	18	55	84	45	33	27	16	36
	12.71	24.84	74.52	46.50	36.94	14.65	11.46	35.03	53.50	28.66	21.02	17.20	10.19	22.93
		(13.49)	(12.65)	(12.11)	(15.06)	(10.45)	(8.82)	(10.09)	(17.76)	(15.25)	(20.00)	(15.52)	(11.11)	(8.18)
G & T 07-10%	104	31	71	49	37	16	23	38	42	23	9	19	11	41
	8.42	29.81	68.27	47.12	35.58	15.38	22.12	36.54	40.38	22.12	8.65	18.27	10.58	39.42
		(10.73)	(7.68)	(8.13)	(9.61)	(7.27)	(11.27)	(6.97)	(8.88)	(7.80)	(5.45)	(10.92)	(7.64)	(9.32)
G & T 11-20%	41	14	26	23	14	4	7	15	19	7	6	5	7	15
	3.32	34.15	63.41	56.10	34.15	9.76	17.07	36.59	46.34	17.07	14.63	12.20	17.07	36.59
		(4.84)	(2.81)	(3.81)	(3.64)	(1.82)	(3.43)	(2.75)	(4.02)	(2.37)	(3.64)	(2.87)	(4.86)	(3.41)
*** TOTALS LINE ***	1,235	289	925	603	385	220	204	545	473	295	165	174	144	440
PROGRAMS 00-00%	905	188	702	460	274	154	173	434	285	173	115	112	109	382
	73.76	20.77	77.57	50.83	30.28	17.02	19.12	47.96	31.49	19.12	12.71	12.38	12.04	42.21
		(65.96)	(76.22)	(76.41)	(71.73)	(70.64)	(84.80)	(80.22)	(60.90)	(59.86)	(70.12)	(66.27)	(75.69)	(86.23)
PROGRAMS 0[illegible]-25%	232	61	166	103	79	46	23	83	125	81	37	41	27	44
	18.91	26.29	71.55	44.40	34.05	19.83	9.91	35.78	53.88	34.91	15.95	17.67	11.64	18.97
		(21.40)	(18.02)	(17.11)	(20.68)	(21.10)	(11.27)	(15.34)	(26.71)	(28.03)	(22.56)	(24.26)	(18.75)	(9.93)

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                                   PARTICIPATION        AGE GROUP              SCHOOL SIZE                   COMMUNITY SIZE

                         GRAND                      UNDER   35-    OVER    UNDER   400-   OVER      OVER   URBAN  20000- 10000-  UNDER
QUESTION ABBREVIATION    TOTAL        YES    NO       35     50     50      400     800    800     50000   ADJAC  50000  20000   10000

PROGRAMS   26-50%          30          11     18      14      9      6        1       8     21        12       4      6      3       3
                         2.44       36.67  60.00   46.67  30.00  20.00     3.33   26.67  70.00     40.00   13.33  20.00  10.00   10.00
                                  ( 3.86)( 1.95)  ( 2.33)( 2.36)( 2.75)  (  .49)( 1.48)( 4.49)  ( 4.15)( 2.44)( 3.55)( 2.08)(  .68)
PROGRAMS   51-75%          33          16     17      16      6      8        3      10     20        20       2      5      2       4
                         2.69       48.48  51.52   48.48  18.18  24.24     9.09   30.30  60.61     60.61    6.06  15.15   6.06   12.12
                                  ( 5.61)( 1.85)  ( 2.66)( 1.57)( 3.64)  ( 1.47)( 1.85)( 4.27)  ( 6.92)( 1.22)( 2.96)( 1.39)(  .90)
PROGRAMS   76-100%         27           9     18       9     14      4        4       6     17         3       6      5      3      10
                         2.20       33.33  66.67   33.33  51.85  14.81    14.81   22.22  62.96     11.11   22.22  18.52  11.11   37.04
                                  ( 3.16)( 1.95)  ( 1.50)( 3.66)( 1.83)  ( 1.96)( 1.11)( 3.63)  ( 1.04)( 3.66)( 2.96)( 2.08)( 2.26)
 *** TOTALS LINE ***    1,227         285    921     602    382    218      204     541    468       289     164    169    144     443


****  2- 3.         DOES YOUR SCHOOL SYSTEM HAVE THE FOLLOWING FOR EDUCATION OF GIFTED AND TALENTED

POLICY
   MEAN WEIGHT SEC.1     .665-       .644-  .675-    .670-  .649-  .667-    .735-  .694-  .600-     .441-  .679-  .474-  .725-  .865-
   MEAN WEIGHT SEC.2     .722        .841   .689     .756   .677   .717     .721   .696   .759      .785   .703   .806   .761   .643

*** DISCREPENCY INDEX   1.387-      1.485- 1.364-   1.426- 1.326- 1.384-   1.456- 1.390- 1.359-    1.226- 1.382- 1.280- 1.486- 1.508-


CRITERIA
   MEAN WEIGHT SEC.1     .542-       .505-  .557-    .590-  .519-  .455-    .629-  .586-  .451-     .243-  .530-  .351-  .611-  .797-
   MEAN WEIGHT SEC.2     .945       1.090   .902     .949   .958   .901     .932   .912   .989     1.017   .892   .971   .917   .919

*** DISCREPENCY INDEX   1.487-      1.595- 1.459-   1.539- 1.477- 1.356-   1.561- 1.498- 1.440-    1.260- 1.422- 1.322- 1.528- 1.716-


GUIDES
   MEAN WEIGHT SEC.1     .632-       .549-  .662-    .667-  .523-  .554-    .735-  .697-  .513-     .366-  .633-  .420-  .725-  .860-
   MEAN WEIGHT SEC.2     .879        .993   .844     .916   .846   .847     .868   .879   .887      .871   .873   .966   .838   .871

*** DISCREPENCY INDEX   1.511-      1.542- 1.506-   1.583- 1.469- 1.401-   1.603- 1.576- 1.400-    1.237- 1.506- 1.386- 1.563- 1.731-


****  2- 4.         DOES YOUR SCHOOL BOARD SUPPORT THE ACTIVITIES AND INVOLVEMENT OF SCHOOL PERSONNEL FOR G-T

SUPPORT
   MEAN WEIGHT SEC.1     .000        .017   .005-    .041-  .031   .063     .103-  .002-  .048      .204   .006-  .155   .077-  .174-
   MEAN WEIGHT SEC.2     .985       1.082   .962    1.036   .984   .892     .941   .958  1.038     1.060   .958  1.034   .923   .952

*** DISCREPENCY INDEX    .985-      1.065-  .967-   1.077-  .953-  .829-   1.044-  .960-  .990-     .856-  .964-  .879- 1.000- 1.126-


****  2- 5.         DID YOUR SCHOOL CREATE A STUDY COMMITTEE TO CONDUCT PLANNING FOR GIFTED & TALENTED EDUCAT

PLANNING
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                              PARTICIPATION          AGE GROUP             SCHOOL SIZE                    COMMUNITY SIZE

                         GRAND                     UNDER   35-    OVER    UNDER   400-    OVER      OVER   URBAN  20000- 10000-  UNDER
QUESTION ABBREVIATION    TOTAL     YES     NO       35     50      50      400    800     800      50000   ADJAC  50000  20000   10000

    MEAN WEIGHT SEC.1     .271-   .148-  .309-    .311-  .238-  .215-    .410-  .253-  .227-     .050   .277-  .069-  .329-  .552-
    MEAN WEIGHT SEC.2     .844    .979   .803     .859   .852   .821     .785   .820   .899      .910   .904   .834   .832   .788

*** DISCREPENCY INDEX   1.115-   1.127- 1.112-   1.170- 1.090- 1.036-   1.195- 1.073- 1.126-     .860- 1.181-  .903- 1.161- 1.340-


****  2- 6.        DOES YOUR SCHOOL PROVIDE FOR DEVELOPING SPECIAL CURRICULUMS FOR GIFTED AND TALENTED

DEVELOP
    MEAN WEIGHT SEC.1     .252-   .083-  .311-    .278-  .205-  .281-    .473-  .313-  .088-     .030   .279-  .075   .264-  .558-
    MEAN WEIGHT SEC.2    1.086   1.242  1.043    1.136  1.091   .973    1.123  1.038  1.126     1.157  1.018  1.197  1.104  1.018

*** DISCREPENCY INDEX   1.338-   1.325- 1.354-   1.414- 1.296- 1.254-   1.596- 1.351- 1.214-    1.127- 1.297- 1.122- 1.368- 1.576-


****  2- 7.        DOES YOUR SCHOOL PROVIDE OPPORTUNITIES FOR IN-SERVICE TRAINING IN THE THEORY OF GIFT & T

TEACHERS
    MEAN WEIGHT SEC.1     .611-   .500-  .653-    .634-  .599-  .593-    .678-  .627-  .571-     .366-  .758-  .431-  .667-  .788-
    MEAN WEIGHT SEC.2     .921   1.017   .895     .956   .922   .833     .961   .913   .924      .940   .891   .920  1.014   .894

*** DISCREPENCY INDEX   1.532-   1.517- 1.548-   1.590- 1.521- 1.426-   1.639- 1.540- 1.495-    1.306- 1.649- 1.351- 1.681- 1.682-


****  2- 8.        IN THE EVENT YOU ALREADY HAVE PROGRAMS FOR G & T DO YOU RECEIVE COOPERATION BY THE FOLLOW

PARENT
    MEAN WEIGHT SEC.1     .217    .253   .198     .165   .303   .182     .110   .272   .204      .294   .185   .273   .123   .166
    MEAN WEIGHT SEC.2    1.091   1.127  1.084    1.178  1.048   .988    1.071  1.131  1.064     1.081  1.038  1.209   .965  1.116

*** DISCREPENCY INDEX     .874-   .874-  .886-   1.013-  .745-  .806-    .961-  .859-  .860-     .787-  .853-  .936-  .842-  .950-

BUSINESS
    MEAN WEIGHT SEC.1     .032    .103   .006     .041-  .088   .149     .079-  .045   .061      .095   .016-  .138   .027-  .033-
    MEAN WEIGHT SEC.2     .733    .752   .721     .701   .768   .801     .546   .696   .859      .765   .628   .775   .708   .744

*** DISCREPENCY INDEX     .701-   .649-  .715-    .742-  .680-  .652-    .625-  .651-  .798-     .670-  .644-  .637-  .735-  .777-

INDUSTRY
    MEAN WEIGHT SEC.1     .012-   .060   .039-    .086-  .042   .099     .171-  .018   .016      .111   .047-  .145   .159-  .123-
    MEAN WEIGHT SEC.2     .707    .748   .686     .658   .754   .795     .513   .671   .832      .765   .628   .761   .690   .674

*** DISCREPENCY INDEX     .719-   .688-  .725-    .744-  .712-  .696-    .684-  .653-  .816-     .654-  .675-  .616-  .849-  .797
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
PROFESS														
MEAN WEIGHT SEC.1	.141	.204	.117	.118	.140	.186	.000	.176	.154	.186	.078	.261	.088	.093
MEAN WEIGHT SEC.2	.919	.962	.904	.978	.867	.863	.803	.912	.984	.946	.837	.957	.886	.927
*** DISCREPENCY INDEX	.778-	.758-	.787-	.860-	.727-	.677-	.803-	.736-	.830-	.760-	.759-	.696-	.798-	.834-
CHURCH														
MEAN WEIGHT SEC.1	.071-	.021	.106-	.093-	.063-	.025-	.126-	.043-	.085-	.074-	.078-	.014	.177-	.083-
MEAN WEIGHT SEC.2	.450	.485	.437	.429	.465	.506	.371	.448	.481	.442	.388	.543	.381	.453
*** DISCREPENCY INDEX	.521-	.464-	.543-	.522-	.528-	.531-	.497-	.491-	.566-	.516-	.465-	.529-	.558-	.536-
OTHERS														
MEAN WEIGHT SEC.1	.077	.120	.060	.086	.049	.117	.033-	.098	.093	.033	.046	.159	.027	.093
MEAN WEIGHT SEC.2	.620	.641	.616	.626	.615	.636	.477	.633	.676	.601	.523	.696	.558	.664
*** DISCREPENCY INDEX	.543-	.521-	.556-	.540-	.566-	.519-	.510-	.535-	.583-	.568-	.477-	.537-	.531-	.571-

**** 2- 9. DOES YOUR SCHOOL BOARD SUPPORT THE UTILIZATION OF COMMUNITY PERSONNEL TO EDUCATE GIFT & T

BOARD														
MEAN WEIGHT SEC.1	.051-	.014	.074-	.084-	.037-	.009	.174-	.069-	.019	.037	.092-	.076	.119-	.138-
MEAN WEIGHT SEC.2	.906	.986	.888	.952	.879	.827	.886	.881	.955	.915	.779	.977	.930	.920
*** DISCREPENCY INDEX	.957-	.972-	.962-	1.036-	.916-	.818-	1.060-	.950-	.936-	.878-	.871-	.901-	1.049-	1.058-

**** 2-10. IS EACH OF THE FOLLOWING DIAGNOSTIC TECHNIQUES USED TO IDENTIFY GIFTED AND TALENTED

TEST IQ														
MEAN WEIGHT SEC.1	.712	.711	.711	.722	.653	.775	.634	.703	.756	.813	.710	.637	.709	.677
MEAN WEIGHT SEC.2	.725	.729	.722	.709	.717	.784	.653	.697	.797	.840	.716	.696	.652	.697
*** DISCREPENCY INDEX	.013-	.018-	.011-	.013	.064-	.009-	.019-	.006	.041-	.027-	.006-	.059-	.057	.020-
ACHIEVE														
MEAN WEIGHT SEC.1	.655	.761	.621	.634	.646	.708	.607	.663	.661	.766	.663	.629	.539	.627
MEAN WEIGHT SEC.2	.854	.918	.836	.851	.836	.892	.741	.842	.927	.920	.828	.882	.752	.850
*** DISCREPENCY INDEX	.199-	.157-	.215-	.217-	.190-	.184-	.134-	.179-	.266-	.154-	.165-	.253-	.213-	.223-
G.P.AVG														
MEAN WEIGHT SEC.1	.228	.228	.233	.206	.229	.296	.062	.091	.449	.293	.112	.246	.255	.209
MEAN WEIGHT SEC.2	.373	.375	.377	.295	.422	.537	.297	.304	.495	.504	.267	.323	.270	.394
*** DISCREPENCY INDEX	.145-	.147-	.144-	.089-	.193-	.241-	.235-	.213-	.046-	.211-	.155-	.077-	.015-	.185-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
SELECT														
MEAN WEIGHT SEC.1	.058	.015	.070	.030	.071	.113	.219-	.118-	.367	.081	.037-	.114	.007	.066
MEAN WEIGHT SEC.2	.216	.219	.215	.095	.293	.448	.143	.114	.367	.177	.154	.192	.226	.282
*** DISCREPENCY INDEX	.158-	.204-	.145-	.065-	.222-	.335-	.362-	.232-	.000	.096-	.191-	.078-	.219-	.216-
CREATIVITY														
MEAN WEIGHT SEC.1	.531-	.565-	.521-	.539-	.527-	.520-	.617-	.597-	.420-	.356-	.623-	.388-	.574-	.652-
MEAN WEIGHT SEC.2	.599	.672	.582	.653	.552	.540	.592	.545	.669	.641	.531	.661	.559	.593
*** DISCREPENCY INDEX	1.130-	1.237-	1.103-	1.192-	1.079-	1.060-	1.209-	1.142-	1.089-	.997-	1.154-	1.049-	1.133-	1.245-
PERSONALTY														
MEAN WEIGHT SEC.1	.472-	.537-	.453-	.470-	.484-	.475-	.561-	.529-	.370-	.285-	.556-	.370-	.522-	.587-
MEAN WEIGHT SEC.2	.404	.401	.406	.413	.402	.400	.306	.394	.458	.431	.389	.394	.324	.423
*** DISCREPENCY INDEX	.876-	.938-	.859-	.883-	.886-	.875-	.867-	.923-	.828-	.716-	.945-	.764-	.846-	1.010-
APTITUDE														
MEAN WEIGHT SEC.1	.333-	.354-	.324-	.345-	.335-	.295-	.477-	.440-	.148-	.178-	.395-	.195-	.285-	.481-
MEAN WEIGHT SEC.2	.783	.872	.760	.847	.695	.765	.759	.724	.863	.840	.673	.835	.745	.783
*** DISCREPENCY INDEX	1.116-	1.226-	1.084-	1.192-	1.030-	1.060-	1.236-	1.164-	1.011-	1.018-	1.068-	1.030-	1.030-	1.264-
JUDGEMNT														
MEAN WEIGHT SEC.1	.195-	.085-	.231-	.148-	.196-	.342-	.253-	.239-	.132-	.018-	.245-	.006	.221-	.368-
MEAN WEIGHT SEC.2	.696	.776	.672	.757	.680	.559	.670	.681	.725	.801	.626	.824	.662	.620
*** DISCREPENCY INDEX	.891-	.861-	.903-	.905-	.876-	.901-	.923-	.920-	.857-	.819-	.871-	.818-	.883-	.988-
ESSAYS														
MEAN WEIGHT SEC.1	.218-	.196-	.223-	.211-	.232-	.215-	.338-	.261-	.118-	.093-	.178-	.153-	.207-	.341-
MEAN WEIGHT SEC.2	.573	.567	.579	.647	.525	.445	.518	.583	.590	.577	.564	.546	.644	.562
*** DISCREPENCY INDEX	.791-	.763-	.802-	.858-	.757-	.660-	.856-	.844-	.708-	.670-	.742-	.699-	.851-	.903-
INTEREST														
MEAN WEIGHT SEC.1	.226-	.258-	.219-	.215-	.270-	.186-	.426-	.321-	.030-	.138-	.350-	.049-	.169-	.323-
MEAN WEIGHT SEC.2	.678	.756	.662	.696	.658	.667	.656	.702	.659	.706	.571	.659	.699	.700
*** DISCREPENCY INDEX	.904-	1.014-	.881-	.911-	.928-	.853-	1.082-	1.023-	.689-	.844-	.921-	.708-	.868-	1.023-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
MEAN WEIGHT SEC.1	.107-	.096-	.113-	.150-	.145-	.040	.246-	.172-	.026	.049	.198-	.000	.096-	.230-
MEAN WEIGHT SEC.2	.695	.738	.687	.706	.682	.688	.662	.725	.681	.756	.593	.644	.618	.741
*** DISCREPENCY INDEX	.802-	.834-	.800-	.856-	.827-	.648-	.908-	.897-	.655-	.707-	.791-	.644-	.714-	.971-
RECORDS														
MEAN WEIGHT SEC.1	.190-	.156-	.200-	.206-	.197-	.160-	.262-	.205-	.142-	.046-	.250-	.122-	.232-	.293-
MEAN WEIGHT SEC.2	.382	.409	.374	.334	.438	.413	.379	.376	.380	.458	.400	.317	.232	.397
*** DISCREPENCY INDEX	.572-	.565-	.574-	.540-	.635-	.573-	.641-	.581-	.522-	.504-	.650-	.439-	.464-	.690-
OBSERVE														
MEAN WEIGHT SEC.1	.478-	.500-	.470-	.438-	.500-	.557-	.482-	.454-	.504-	.281-	.516-	.372-	.529-	.614-
MEAN WEIGHT SEC.2	.401	.460	.380	.443	.398	.299	.415	.429	.364	.377	.342	.506	.304	.428
*** DISCREPENCY INDEX	.879-	.960-	.850-	.881-	.898-	.856-	.897-	.883-	.868-	.658-	.858-	.878-	.833-	1.042-
NOMINATE														
MEAN WEIGHT SEC.1	.081	.116	.067	.139	.033	.005-	.185-	.008-	.288	.239	.050	.236	.182	.110-
MEAN WEIGHT SEC.2	.801	.910	.767	.843	.767	.740	.692	.754	.900	.881	.806	.891	.810	.717
*** DISCREPENCY INDEX	.720-	.794-	.700-	.704-	.734-	.745-	.877-	.762-	.612-	.642-	.756-	.655-	.628-	.827-
VOLUNTEER														
MEAN WEIGHT SEC.1	.313-	.269-	.325-	.309-	.336-	.271-	.515-	.368-	.164-	.220-	.389-	.248-	.263-	.398-
MEAN WEIGHT SEC.2	.462	.491	.459	.479	.416	.483	.367	.410	.568	.468	.395	.533	.460	.447
*** DISCREPENCY INDEX	.775-	.760-	[illegible]84-	.788-	.752-	.754-	.882-	.778-	.732-	.688-	.784-	.781-	.723-	.845-
**** 2-11. CHECK WHETHE[illegible]CH OF THE FOLLOWING PROGRAMS FOR GIFT & TALENT IS OFFERED IN YOUR SCHOOL														
ABILITY														
MEAN WEIGHT SEC.1	.307	.446	.269	.350	.269	.230	.330	.341	.246	.312	.293	.415	.326	.245
MEAN WEIGHT SEC.2	.967	1.123	.927	1.069	.844	.912	1.108	.976	.892	.955	.915	1.117	.979	.934
*** DISCREPENCY INDEX	.660-	.677-	.658-	.719-	.575-	.682-	.778-	.635-	.646-	.643-	.622-	.702-	.653-	.689-
TIME														
MEAN WEIGHT SEC.1	.205-	.151-	.223-	.213-	.231-	.175-	.435-	.281-	.019-	.028	.154-	.035-	.213-	.437-
MEAN WEIGHT SEC.2	.992	1.039	.978	1.048	.938	.915	1.080	.934	1.024	1.003	.975	1.076	1.059	.943
*** DISCREPENCY INDEX	1.197-	1.190-	1.201-	1.261-	1.169-	1.090-	1.515-	1.215-	1.043-	.975-	1.129-	1.111-	1.272-	1.380-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
FULL TIME														
MEAN WEIGHT SEC.1	.804-	.738-	.826-	.826-	.777-	.787-	.814-	.826-	.771-	.640-	.778-	.805-	.804-	.929-
MEAN WEIGHT SEC.2	.320	.308	.322	.350	.280	.318	.161	.278	.436	.451	.278	.260	.348	.270
*** DISCREPENCY INDEX	1.124-	1.046-	1.148-	1.176-	1.057-	1.105-	.975-	1.104-	1.207-	1.091-	1.056-	1.065-	1.152-	1.199-
MAGNET TYP														
MEAN WEIGHT SEC.1	.802-	.742-	.820-	.823-	.784-	.780-	.791-	.826-	.786-	.625-	.865-	.812-	.809-	.897-
MEAN WEIGHT SEC.2	.197	.222	.189	.214	.163	.196	.265	.154	.218	.264	.166	.212	.147	.172
*** DISCREPENCY INDEX	.999-	.964-	1.009-	1.037-	.947-	.976-	1.056-	.980-	1.004-	.889-	1.031-	1.024-	.956-	1.069-
ACCELERATE														
MEAN WEIGHT SEC.1	.666-	.635-	.674-	.600-	.715-	.762-	.655-	.715-	.620-	.564-	.720-	.538-	.719-	.764-
MEAN WEIGHT SEC.2	.180-	.112-	.196-	.139-	.250-	.190-	.117-	.219-	.152-	.115-	.293-	.181-	.185-	.181-
*** DISCREPENCY INDEX	.486-	.523-	.478-	.461-	.465-	.572-	.538-	.496-	.468-	.449-	.427-	.357-	.534-	.583-
SKIPPING														
MEAN WEIGHT SEC.1	.490-	.545-	.475-	.406-	.520-	.687-	.565-	.543-	.396-	.332-	.506-	.292-	.518-	.667-
MEAN WEIGHT SEC.2	.146-	.122-	.155-	.098-	.201-	.180-	.045-	.209-	.110-	.133-	.216-	.065-	.109-	.157-
*** DISCREPENCY INDEX	.344-	.423-	.320-	.308-	.319-	.507-	.520-	.334-	.286-	.199-	.290-	.227-	.409-	.510-
PLACEMENT														
MEAN WEIGHT SEC.1	.313-	.217-	.342-	.297-	.352-	.319-	.558-	.448-	.051-	.039-	.311-	.053	.248-	.661-
MEAN WEIGHT SEC.2	.691	.804	.656	.759	.621	.610	.645	.579	.843	.765	.707	.852	.686	.581
*** DISCREPENCY INDEX	1.004-	1.021-	.998-	1.056-	.973-	.929-	1.203-	1.027-	.894-	.804-	1.018-	.799-	.934-	1.242-
VISITING														
MEAN WEIGHT SEC.1	.514-	.405-	.544-	.453-	.584-	.592-	.500-	.494-	.540-	.382-	.559-	.231-	.581-	.670-
MEAN WEIGHT SEC.2	.545	.563	.544	.642	.478	.379	.641	.504	.548	.590	.516	.645	.463	.519
*** DISCREPENCY INDEX	1.059-	.968-	1.088-	1.095-	1.062-	.971-	1.141-	.998-	1.088-	.972-	1.075-	.876-	1.044-	1.189-
CREDIT														
MEAN WEIGHT SEC.1	.646-	.628-	.649-	.603-	.649-	.754-	.649-	.612-	.677-	.491-	.667-	.529-	.741-	.756-
MEAN WEIGHT SEC.2	.384	.408	.375	.450	.342	.284	.387	.350	.424	.477	.420	.465	.311	.313
*** DISCREPENCY INDEX	1.030-	1.036-	1.024-	1.053-	.991-	1.038-	1.036-	.962-	1.101-	.968-	1.087-	.994-	1.052-	1.069-

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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
MEAN WEIGHT SEC.1	.372	.523	.341	.329	.452	.355	.320	.352	.408	.476	.409	.497	.348	.237
MEAN WEIGHT SEC.2	1.153	1.228	1.137	1.180	1.152	1.107	1.190	1.167	1.121	1.135	1.226	1.199	1.138	1.135
*** DISCREPENCY INDEX	.781-	.705-	.796-	.851-	.700-	.752-	.870-	.815-	.713-	.659-	.817-	.702-	.790-	.898-
ADVANCED														
MEAN WEIGHT SEC.1	.353-	.314-	.366-	.333-	.384-	.370-	.556-	.440-	.166-	.170-	.389-	.235-	.222-	.546-
MEAN WEIGHT SEC.2	.893	.939	.880	.995	.780	.834	.874	.836	.972	.886	.821	.976	.941	.884
*** DISCREPENCY INDEX	1.246-	1.253-	1.246-	1.328-	1.164-	1.20[illegible]-	1.430-	1.276-	1.138-	1.056-	1.210-	1.211-	1.163-	1.430-
ACTIVITIES														
MEAN WEIGHT SEC.1	.142	.189	.127	.138	.138	.136	.152-	.077	.344	.195	.179	.318	.191	.002-
MEAN WEIGHT SEC.2	.935	1.021	.916	.987	.910	.831	.899	.955	.929	.909	1.012	.954	.912	.918
*** DISCREPENCY INDEX	.793-	.832-	.789-	.849-	.772-	.695-	1.051-	.878-	.585-	.714-	.833-	.636-	.721-	.920-
INSTRUCTION														
MEAN WEIGHT SEC.1	.554-	.471-	.576-	.540-	.553-	.592-	.685-	.566-	.486-	.418-	.500-	.405-	.594-	.710-
MEAN WEIGHT SEC.2	.860	.968	.830	.947	.784	.735	.888	.839	.876	.864	.909	.923	.850	.820
*** DISCREPENCY INDEX	1.414-	1.459-	1.406-	1.487-	1.337-	1.327-	1.573-	1.405-	1.362-	1.282-	1.409-	1.328-	1.444-	1.530-
COUNSELING														
MEAN WEIGHT SEC.1	.391-	.333-	.407-	.401-	.364-	.392-	.560-	.422-	.284-	.226-	.335-	.308-	.467-	.523-
MEAN WEIGHT SEC.2	.825	.939	.793	.934	.743	.646	.775	.824	.853	.781	.902	.817	.867	.826
*** DISCREPENCY INDEX	1.216-	1.272-	1.200-	1.335-	1.107-	1.038-	1.335-	1.246-	1.137-	1.007-	1.237-	1.125-	1.334-	1.349-
MENTOR														
MEAN WEIGHT SEC.1	.464-	.428-	.470-	.473-	.438-	.495-	.563-	.469-	.413-	.322-	.395-	.288-	.563-	.627-
MEAN WEIGHT SEC.2	.604	.673	.585	.718	.522	.410	.548	.601	.641	.591	.660	.600	.674	.568
*** DISCREPENCY INDEX	1.068-	1.101-	1.055-	1.191-	.960-	.905-	1.111-	1.070-	1.054-	.913-	1.055-	.888-	1.237-	1.195-
PEERS														
MEAN WEIGHT SEC.1	.029	.148	.000	.085	.040	.184-	.025	.109	.064-	.077	.073	.276	.007	.112-
MEAN WEIGHT SEC.2	.667	.722	.656	.748	.636	.483	.736	.674	.627	.639	.774	.729	.711	.612
*** DISCREPENCY INDEX	.638-	.574-	.656-	.663-	.596-	.667-	.711-	.565-	.691-	.562-	.701-	.453-	.704-	.724-
RELEASED														
MEAN WEIGHT SEC.1	.438-	.374-	.456-	.416-	.483-	.427-	.465-	.460-	.398-	.322-	.494-	.353-	.504-	.509-
MEAN WEIGHT SEC.2	.647	.701	.632	.763	.542	.521	.742	.631	.626	.609	.640	.753	.585	.658
*** DISCREPENCY INDEX	1.085-	1.075-	1.088-	1.179-	1.025-	.948-	1.207-	1.091-	1.024-	.931-	1.134-	1.106-	1.089-	1.167-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
SUMMER														
MEAN WEIGHT SEC.1	.453-	.360-	.485-	.510-	.424-	.373-	.553-	.423-	.437-	.160-	.476-	.267-	.500-	.697-
MEAN WEIGHT SEC.2	.649	.795	.606	.747	.560	.533	.629	.627	.687	.760	.683	.785	.625	.528
*** DISCREPENCY INDEX	1.102-	1.155-	1.091-	1.257-	.984-	.906-	1.182-	1.050-	1.124-	.920-	1.159-	1.052-	1.125-	1.225-
ITINERANT														
MEAN WEIGHT SEC.1	.705-	.659-	.720-	.706-	.732-	.654-	.731-	.691-	.713-	.500-	.735-	.635-	.719-	.851-
MEAN WEIGHT SEC.2	.685	.797	.649	.794	.614	.517	.822	.701	.615	.717	.543	.771	.667	.688
*** DISCREPENCY INDEX	1.390-	1.456-	1.369-	1.500-	1.346-	1.171-	1.553-	1.392-	1.328-	1.217-	1.278-	1.406-	1.386-	1.539-
EARLY GRAD														
MEAN WEIGHT SEC.1	.110-	.082-	.111-	.119-	.113-	.066-	.381-	.248-	.047	.013	.080-	.071	.191-	.232-
MEAN WEIGHT SEC.2	.316	.347	.312	.370	.285	.281	.298	.271	.354	.237	.300	.525	.277	.297
*** DISCREPENCY INDEX	.426-	.429-	.423-	.489-	.398-	.347-	.679-	.519-	.307-	.224-	.380-	.454-	.468-	.529-
COLLEGE														
MEAN WEIGHT SEC.1	.141-	.141-	.134-	.245-	.033-	.017-	.333-	.252-	.029-	.065-	.130-	.162	.157-	.289-
MEAN WEIGHT SEC.2	.469	.493	.468	.525	.417	.387	.513	.412	.501	.386	.467	.747	.461	.414
*** DISCREPENCY INDEX	.610-	.634-	.602-	.770-	.450-	.404-	.846-	.664-	.530-	.451-	.597-	.585-	.618-	.703-
**** 2-12. CHECK THE PROGRAM AREAS WHICH RECEIVE INSTRUCTIONAL EMPHASIS FOR GIFT & TALENT IN SCHOOL														
LANGUAGE														
MEAN WEIGHT SEC.1	.032	.210	.016-	.009-	.083	.020	.207-	.045-	.228	.092	.155	.273	.084	.173-
MEAN WEIGHT SEC.2	1.078	1.140	1.066	1.130	1.066	.950	.989	1.092	1.104	1.130	1.124	1.115	.992	1.043
*** DISCREPENCY INDEX	1.046-	.930-	1.082-	1.139-	.983-	.930-	1.196-	1.137-	.876-	1.038-	.969-	.842-	.908-	1.216-
FOR LANG														
MEAN WEIGHT SEC.1	.366-	.387-	.357-	.405-	.347-	.312-	.714-	.526-	.055-	.184-	.373-	.188-	.349-	.569-
MEAN WEIGHT SEC.2	.792	.846	.780	.830	.763	.744	.527	.770	.930	.869	.835	.764	.744	.756
*** DISCREPENCY INDEX	1.158-	1.233-	1.137-	1.235-	1.110-	1.056-	1.241-	1.296-	.985-	1.053-	1.208-	.952-	1.093-	1.325-
SCIENCE														
MEAN WEIGHT SEC.1	.175-	.119-	.188-	.244-	.196-	.020	.495-	.355-	.157	.039-	.099-	.018-	.206-	.350-
MEAN WEIGHT SEC.2	1.026	1.097	1.011	1.081	.986	.946	.946	1.006	1.086	1.113	1.093	1.006	.916	.983
*** DISCREPENCY INDEX	1.201-	1.216-	1.199-	1.325-	1.182-	.926-	1.441-	1.361-	.929-	1.152-	1.192-	1.024-	1.122-	1.333-

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	UVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
MATH														
MEAN WEIGHT SEC.1	.069	.141	.050	.012	.100	.126	.197-	.073-	.335	.147	.112	.274	.197	.123-
MEAN WEIGHT SEC.2	1.081	1.160	1.063	1.134	1.083	.951	1.011	1.065	1.133	1.157	1.137	1.055	1.000	1.053
*** DISCREPENCY INDEX	1.012-	1.019-	1.013-	1.122-	.983-	.825-	1.208-	1.138-	.798-	1.010-	1.025-	.781-	.803-	1.176-
SOC STUDIES														
MEAN WEIGHT SEC.1	.467-	.389-	.491-	.500-	.453-	.399-	.615-	.545-	.322-	.275-	.463-	.258-	.527-	.666-
MEAN WEIGHT SEC.2	.859	.947	.835	.894	.844	.783	.731	.872	.898	.921	.900	.834	.771	.842
*** DISCREPENCY INDEX	1.326-	1.336-	1.326-	1.394-	1.297-	1.182-	1.346-	1.417-	1.220-	1.196-	1.363-	1.092-	1.298-	1.508-
ART MUSIC														
MEAN WEIGHT SEC.1	.138-	.086-	.154-	.202-	.169-	.064	.305-	.156-	.052-	.035-	.050-	.018	.258-	.267-
MEAN WEIGHT SEC.2	.981	1.113	.946	1.024	.959	.887	.909	1.014	.974	1.050	1.000	.939	.947	.963
*** DISCREPENCY INDEX	1.119-	1.199-	1.100-	1.226-	1.128-	.823-	1.214-	1.170-	1.026-	1.085-	1.050-	.921-	1.205-	1.230-
PHYSICAL														
MEAN WEIGHT SEC.1	.422-	.330-	.452-	.482-	.436-	.244-	.560-	.414-	.378-	.314-	.363-	.301-	.504-	.547-
MEAN WEIGHT SEC.2	.831	.955	.795	.908	.771	.706	.734	.909	.784	.854	.856	.742	.845	.847
*** DISCREPENCY INDEX	1.253-	1.285-	1.247-	1.390-	1.207-	.950-	1.294-	1.323-	1.162-	1.168-	1.219-	1.043-	1.349-	1.394-
LEADERSHIP														
MEAN WEIGHT SEC.1	.623-	.569-	.633-	.649-	.621-	.574-	.676-	.659-	.568-	.509-	.623-	.475-	.715-	.731-
MEAN WEIGHT SEC.2	.891	.958	.874	.939	.865	.802	.791	.914	.913	.953	.906	.852	.869	.878
*** DISCREPENCY INDEX	1.514-	1.527-	1.507-	1.588-	1.486-	1.376-	1.467-	1.573-	1.481-	1.462-	1.529-	1.327-	1.584-	1.609-
VOC MECH														
MEAN WEIGHT SEC.1	.330-	.323-	.331-	.385-	.308-	.226-	.505-	.429-	.218-	.239-	.343-	.257-	.296-	.421-
MEAN WEIGHT SEC.2	.890	.877	.893	.950	.838	.781	.664	.906	.939	.911	.870	.823	.918	.906
*** DISCREPENCY INDEX	1.220-	1.200-	1.224-	1.335-	1.146-	1.007-	1.169-	1.335-	1.157-	1.150-	1.213-	1.080-	1.214-	1.327-

**** 2-13. DEGREE OF DIFFUCULTY FOR INITIATING OR EXPANDING PROGRAMS FOR GIFTED AND TALENTED

INADEQUATE														
MEAN WEIGHT	.621	.706	.598	.627	.611	.632	.582	.640	.623	.633	.518	.553	.721	.658

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QUESTION ABBREVIATION	GRAND TOTAL	PARTICIPATION YES	PARTICIPATION NO	AGE GROUP UNDER 35	AGE GROUP 35-50	AGE GROUP OVER 50	SCHOOL SIZE UNDER 400	SCHOOL SIZE 400-800	SCHOOL SIZE OVER 800	COMMUNITY SIZE OVER 50000	COMMUNITY SIZE URBAN ADJAC	COMMUNITY SIZE 20000-50000	COMMUNITY SIZE 10000-20000	COMMUNITY SIZE UNDER 10000
MEAN WEIGHT	2.105	2.205	2.078	2.144	2.098	2.052	2.200	2.093	2.072	2.059	1.952	2.209	2.043	2.174
KNOWLEDGE MEAN WEIGHT	1.937	1.886	1.952	2.033	1.893	1.774	2.075	1.953	1.865	1.792	1.896	1.838	1.957	2.092
PERSONNEL MEAN WEIGHT	2.122	2.068	2.142	2.184	2.032	2.139	2.209	2.159	2.049	1.931	2.067	2.058	2.144	2.286
TRAINING MEAN WEIGHT	1.799	1.764	1.811	1.821	1.727	1.891	1.914	1.818	1.735	1.678	1.695	1.587	1.883	1.984
SUPPORT MEAN WEIGHT	1.137	1.149	1.130	1.148	1.126	1.171	1.166	1.123	1.143	1.073	1.043	1.145	1.131	1.228
FACILITIES MEAN WEIGHT	1.850	1.801	1.878	1.917	1.845	1.734	1.980	1.884	1.753	1.661	1.727	1.649	1.813	2.121
MATERIALS MEAN WEIGHT	1.918	1.849	1.936	1.967	1.898	1.853	2.035	1.955	1.831	1.785	1.840	1.766	1.971	2.087
REFERRAL MEAN WEIGHT	1.791	1.730	1.809	1.846	1.758	1.736	1.895	1.802	1.733	1.634	1.663	1.700	1.825	1.977
INTEREST MEAN WEIGHT	1.479	1.357	1.513	1.522	1.445	1.455	1.535	1.440	1.506	1.457	1.348	1.310	1.464	1.633
CONSULTANTS MEAN WEIGHT	1.631	1.633	1.631	1.642	1.669	1.561	1.838	1.707	1.469	1.485	1.500	1.439	1.674	1.859
PRIORITIES MEAN WEIGHT	2.139	2.167	2.134	2.120	2.164	2.160	2.206	2.182	2.065	2.014	2.196	2.192	2.086	2.198
OTHERS MEAN WEIGHT	1.090	1.295	1.034	1.089	1.161	.971	1.013	1.253	.968	1.096	.870	1.397	1.274	1.015

**** 2-14. HOW ESSENTIAL IS EACH OF THE FOLLOWING FACTORS IN PROVIDING PROGRAMS FOR GIFT AND TALENT

		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
SUF NBR														
MEAN WEIGHT	1.880	1.834	1.888	1.907	1.865	1.870	1.896	1.841	1.913	1.895	1.907	1.913	1.844	1.865
COM INT														
MEAN WEIGHT	1.874	2.007	1.834	1.833	1.945	1.894	1.926	1.857	1.879	1.925	1.895	1.885	1.816	1.840
TEACHER														
MEAN WEIGHT	2.489	2.541	2.472	2.542	2.464	2.403	2.642	2.483	2.423	2.500	2.444	2.494	2.507	2.503
QUALIFIED														
MEAN WEIGHT	2.219	2.212	2.219	2.216	2.202	2.265	2.288	2.228	2.183	2.249	2.123	2.283	2.221	2.220
AWARENESS														
MEAN WEIGHT	2.277	2.276	2.277	2.290	2.303	2.218	2.347	2.271	2.255	2.255	2.253	2.305	2.262	2.302
IDENTIF														
MEAN WEIGHT	2.175	2.211	2.159	2.189	2.251	2.037	2.241	2.195	2.130	2.220	2.111	2.249	2.136	2.167
TRAINING														
MEAN WEIGHT	2.228	2.227	2.226	2.240	2.247	2.201	2.387	2.270	2.115	2.195	2.143	2.308	2.156	2.298
SUPPORT														
MEAN WEIGHT	2.674	2.715	2.661	2.684	2.723	2.594	2.751	2.676	2.636	2.683	2.681	2.678	2.709	2.668
FUNDING														
MEAN WEIGHT	2.332	2.355	2.325	2.379	2.304	2.304	2.405	2.330	2.304	2.348	2.222	2.474	2.340	2.315
FACILITIES														
MEAN WEIGHT	1.781	1.731	1.793	1.782	1.811	1.779	1.864	1.824	1.704	1.687	1.615	1.831	1.796	1.903
OTHERS														
MEAN WEIGHT	.688	.632	.714	.789	.510	.629	.758	.641	.697	.868	.571	1.160	.476	.552

**** 2-15. IF YOUR SCHOOL CORPORATION ANNOUNCES INITIATING PROGRAMS FOR GIFT & TALENT, YOU WOULD 238

QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
ACTIVE & AVID SUPPRT	583	159	413	267	185	115	90	268	218	144	76	74	71	210
	47.51	27.27	70.84	45.80	31.73	19.73	15.44	45.97	37.39	24.70	13.04	12.69	12.18	36.02
237		(55.99)	(.45)	(44.35)	(48.68)	(53.00)	(44.33)	(49.63)	(46.48)	(48.98)	(46.34)	(42.77)	(50.00)	(48.28)

QUESTION ABBREVIATION	GRAND TOTAL	PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
		YES	NO	UNDER 35	35- 50	OVER 50	UNDER 400	400- 800	OVER 800	OVER 50000	URBAN ADJAC	20000- 50000	10000- 20000	UNDER 10000
ACTIVELY SEEK PARTIC	262	57	202	164	65	25	52	115	93	48	40	29	25	116
	21.35	21.76	77.10	62.60	24.81	9.54	19.85	43.89	35.50	18.32	15.27	11.07	9.54	44.27
		(20.07)	(21.96)	(27.24)	(17.11)	(11.52)	(25.62)	(21.30)	(19.83)	(16.33)	(24.39)	(16.76)	(17.61)	(26.67)
PARTICIPATE IF REQUD	282	50	227	136	89	55	39	116	122	67	40	52	36	80
	22.98	17.73	80.50	48.23	31.56	19.50	13.83	41.13	43.26	23.76	14.18	18.44	12.77	28.37
		(17.61)	(.25)	(22.59)	(23.42)	(25.35)	(19.21)	(21.48)	(26.01)	(22.79)	(24.39)	(30.06)	(25.35)	(18.39)
NOT PARTIC/NOT OPPOS	67	8	58	25	26	14	15	24	27	24	4	13	8	18
	5.46	11.94	86.57	37.31	38.81	20.90	22.39	35.82	40.30	35.82	5.97	19.40	11.94	26.87
		(2.82)	(6.30)	(4.15)	(6.84)	(6.45)	(7.39)	(4.44)	(5.76)	(8.16)	(2.44)	(7.51)	(5.63)	(4.14)
ACTIVELY OPPOSE PROG	4	2	2	0	3	1	0	1	3	1	2	1	0	0
	.33	50.00	50.00	.00	75.00	25.00	.00	25.00	75.00	25.00	50.00	25.00	.00	.00
		(.70)	(.22)	(0)	(.79)	(.46)	(0)	(.19)	(.64)	(.34)	(1.22)	(.58)	(0)	(0)
NONE OF THE ABOVE	29	8	18	10	12	7	7	16	6	10	2	4	2	11
	2.36	27.59	62.07	34.48	41.38	24.14	24.14	55.17	20.69	34.48	6.90	13.79	6.90	37.93
		(2.82)	(1.96)	(1.66)	(3.16)	(3.23)	(3.45)	(2.96)	(1.28)	(3.40)	(1.22)	(2.31)	(1.41)	(2.53)
*** TOTALS LINE ***	1,227	284	920	602	380	2.7	203	540	469	294	164	173	142	435
**** 2-16. IF ADDITIONAL FUNDS BECOME AVAILABLE, RANK FOLLOWING NEEDS IN ORDER OF PRIORITY FOR YOU														
SKILLS OF STAFF	6,220	1,403	4,708	3,248	1,867	996	1,015	2,747	2,377	1,458	862	841	740	2,246
	498.80	22.56	75.69	52.22	30.02	16.01	16.32	44.16	38.22	23.44	13.86	13.52	11.90	36.11
PRESCHOOL EDUCATION	6,504	1,512	4,876	3,106	2,066	1,189	985	2,851	2,604	1,490	915	928	689	2,401
	521.57	23.25	74.97	47.76	31.77	18.28	15.14	43.83	40.04	22.91	14.07	14.27	10.59	36.92
IMPROVE CUR CURRIC	3,931	926	2,938	1,992	1,240	633	641	1,794	1,448	1,004	580	528	437	1,339
	315.24	23.56	74.74	50.67	31.54	16.10	16.31	45.64	36.84	25.54	14.75	13.43	11.12	34.06
POTENTIAL DROPOUTS	4,901	1,200	3,614	2,465	1,523	840	852	2,155	1,842	1,173	673	745	540	1,723
	393.02	24.48	73.74	50.30	31.08	17.14	17.38	43.97	37.58	23.93	13.73	15.20	11.02	35.16
SOCIALLY DISADVANTAG	5,091	1,201	3,803	2,459	1,628	909	828	2,212	1,988	1,130	750	707	642	1,803
	408.26	23.59	74.70	48.30	31.98	17.86	16.26	43.45	39.05	22.20	14.73	13.89	12.61	35.42
FOR GIFTED & TALENTD	4,201	875	3,270	2,244	1,212	671	724	1,862	1,564	932	575	570	461	1,624
	336.89	20.83	77.84	53.42	28.85	15.97	17.23	44.32	37.23	22.19	13.69	13.57	10.97	38.66
VOCATIONAL EDUCATION	4,533	1,137	3,310	2,387	1,354	694	811	2,020	1,653	1,061	599	694	512	1,607
	363.51	25.08	73.02	52.66	29.87	15.31	17.89	44.56	36.47	23.41	13.21	15.31	11.29	35.45
ADD PUPIL PERSONNEL	6,004	1,321	4,571	3,016	1,829	1,022	991	2,541	2,412	1,486	842	823	653	2,131
	481.48	22.00	76.13	50.23	30.46	17.02	16.51	42.32	40.17	24.75	14.02	13.71	10.88	35.49
*** TOTALS LINE ***	41,385	9,575	31,090	20,917	12,719	6,954	6,847	18,182	15,888	9,734	5,796	5,836	4,674	14,874

**** 2-17. TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH EACH OF THE FOLLOWING STATEMENTS

```
                          PARTICIPATION        AGE GROUP            SCHOOL SIZE                 COMMUNITY SIZE

                      GRAND                     UNDER   35-    OVER   UNDER  400-   OVER     OVER   URBAN  20000- 10000- UNDER
QUESTION ABBREVIATION TOTAL      YES    NO      35      50     50     400    800    800      50000  ADJAC  50000  20000  10000
IDENT
   MEAN WEIGHT .....  .053      .109   .033    .010    .072   .152   .169   .049   .002-    .034-  .006-  .064   .056   .136

FUNDING
   MEAN WEIGHT .....  .501      .582   .480    .479    .460   .596   .609   .470   .496     .491   .519   .526   .439   .510

FEDERAL
   MEAN WEIGHT .....  .777      .880   .747    .847    .712   .491   .812   .813   .733     .808   .752   .947   .766   .710

INDIANA
   MEAN WEIGHT .....  .721      .806   .697    .781    .645   .677   .743   .757   .686     .754   .725   .784   .759   .670

COUNCIL
   MEAN WEIGHT .....  .598      .671   .583    .655    .555   .565   .619   .614   .571     .625   .506   .788   .636   .556

CONSULT
   MEAN WEIGHT .....  .824      .869   .817    .878    .803   .744   .856   .865   .767     .842   .673   .871   .879   .839

APPROVE
   MEAN WEIGHT .....  .554      .657   .527    .613    .508   .479   .634   .627   .425     .566   .497   .673   .511   .535

TRAINING
   MEAN WEIGHT .....  .494      .571   .476    .524    .484   .432   .517   .488   .496     .505   .396   .592   .525   .477

DEVELOP
   MEAN WEIGHT .....  .898      .958   .888    .948    .892   .792   .980   .955   .798     .864   .906   .894   .900   .919

****  2-13.        WHICH ONE OF THE FOLLOWING STATEMENTS BEST EXPRESSES THE WAY YOU FEEL ABOUT GIFT & TALENT

ALREADY PRIVILEGED     35          3      32      14      16      5      4     15     15        4      4      2      7     18
                     2.92       8.57   91.43   40.00   45.71  14.29  11.43  42.86  42.86    11.43  11.43   5.71  20.00  51.43
                            ( 1.08)( 3.58) ( 2.36)( 4.29)( 2.45) ( 2.03)( 2.87)( 3.24) ( 1.39)( 2.52)( 1.18)( 5.11)( 4.24)
EXPENSIVE FRILL        23          3      19       6       9      7      3     10     10       11      2      0      3      7
                     1.92      13.04   82.61   26.09   39.13  30.43  13.04  43.48  43.48    47.83   8.70    .00  13.04  30.43
                            ( 1.08)( 2.12) ( 1.01)( 2.41)( 3.43) ( 1.52)( 1.91)( 2.16) ( 3.82)( 1.26)(  0   )( 2.19)( 1.65)
THEY WILL SUCCEED     207         36     169     102      67     33     43     80     84       28     28     37     27     82
                    17.29      17.39   81.64   49.28   32.37  15.94  20.77  38.65  40.58    13.53  13.53  17.87  13.04  39.61
                            (12.90)(18.88) (17.23)(17.96)(16.18) (21.83)(15.30)(18.14) ( 9.72)(17.61)(21.76)(19.71)(19.29)
NEED ASSISTANCE       327         65     254     171      95     53     53    147    123       85     42     33     33    125
                    27.32      19.88   77.68   52.29   29.05  16.21  16.21  44.95  37.61    25.99  12.84  10.09  10.09  38.23
                            (23.30)(28.38) (28.89)(25.47)(25.98) (26.90)(28.11)(26.57) (29.51)(26.42)(19.41)(24.09)(29.41)
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		PARTICIPATION		AGE GROUP			SCHOOL SIZE			COMMUNITY SIZE				
QUESTION ABBREVIATION	GRAND TOTAL	YES	NO	UNDER 35	35-50	OVER 50	UNDER 400	400-800	OVER 800	OVER 50000	URBAN ADJAC	20000-50000	10000-20000	UNDER 10000
EDUCATIONAL NEGLECT	422 35.25	125 29.62 (44.80)	286 67.77 (32.29)	191 45.26 (32.26)	131 31.04 (35.12)	89 21.09 (43.63)	67 15.88 (34.01)	186 44.08 (35.56)	162 38.39 (34.99)	111 26.30 (38.54)	55 13.03 (34.59)	67 15.88 (39.41)	46 10.90 (33.58)	141 33.41 (33.
NONE OF THE ABOVE	183 15.29	47 25.68 (16.85)	135 73.77 (15.08)	108 59.02 (18.24)	55 30.05 (14.75)	17 9.29 (8.33)	27 14.75 (13.71)	85 46.45 (16.25)	69 37.70 (14.90)	49 26.78 (17.01)	28 15.30 (17.61)	31 16.94 (18.24)	21 11.48 (15.33)	52 28.42 [illegible]
*** TOTALS LINE ***	1,197	279	895	592	373	204	197	523	463	288	159	170	137	425
**** 2-19. WHICH FOLLOWING STATEMENT BEST DESCRIBES THE STATUS OF THE NEEDS OF G & T IN YOUR SCHOOL														
ACCOMODATING/IMPROVE	46 3.78	20 43.48 (7.04)	25 54.35 (2.75)	10 21.74 (1.66)	21 45.65 (5.51)	14 30.43 (6.76)	8 17.39 (3.98)	16 34.78 (3.01)	21 45.65 (4.47)	23 50.00 (7.88)	4 8.70 (2.52)	4 8.70 (2.33)	4 8.70 (2.84)	11 23.91 [illegible]
ACCOMODATING/ADEQUAT	193 15.86	49 25.39 (17.25)	140 72.54 (15.38)	82 42.49 (13.64)	68 35.23 (17.85)	33 17.10 (15.94)	20 10.36 (9.95)	78 40.41 (14.66)	93 48.19 (19.79)	48 24.87 (16.44)	30 15.54 (18.87)	42 21.76 (24.42)	21 10.88 (14.89)	46 23.83 [illegible]
ACCOMODATING/SPORADI	275 22.60	60 21.82 (21.13)	208 75.64 (22.86)	139 50.55 (23.13)	82 29.82 (21.52)	47 17.09 (22.71)	28 10.18 (13.93)	104 37.82 (19.55)	141 51.27 (30.00)	79 28.73 (27.05)	45 16.36 (28.30)	46 16.73 (26.74)	39 14.18 (27.66)	63 22.91 (14.
NOT ACCOMODATED	668 54.89	147 22.01 (51.76)	510 76.35 (56.04)	347 51.95 (57.74)	203 30.39 (53.28)	110 16.47 (53.14)	139 20.81 (69.15)	316 47.31 (59.40)	204 30.54 (43.40)	124 18.56 (42.47)	78 11.68 (49.06)	79 11.83 (45.93)	75 11.23 (53.19)	304 45.51 [illegible]
NONE OF THE ABOVE	35 2.88	8 22.86 (2.82)	27 77.14 (2.97)	23 65.71 (3.83)	7 20.00 (1.84)	3 8.57 (1.45)	6 17.14 (2.99)	18 51.43 (3.38)	11 31.43 (2.34)	18 51.43 (6.16)	2 5.71 (1.26)	1 2.86 (.58)	2 5.71 (1.42)	11 31.43 [illegible]
*** TOTALS LINE ***	1,217	284	910	601	381	207	201	532	470	292	159	172	141	435

Appendix G: Selected Comments Made By School Principals*

"Our greatest resource is the human mind. We are shortchanging our country when we ignore the development of the gifted."

"I believe programs for the gifted and talented are of great importance in developing this potential to keep the United States a front running leader in world affairs. It is much more far reaching than within the four walls of any school building."

"I have felt for years that we are not developing the potential in our gifted students. From this group must come our leaders and the future of our country. We can realize much more gains with dollars spent on our gifted than additional monies spent on average or low achievers."

"Herein lie the economic and political leaders of our nation. We've had every federal program for the poor and disadvantaged. It's about time we concentrate on these 'power kids'!"

"It is about time we do something for our future leaders instead of pouring money down the drain on students and parents who don't give a damn for school or improvement."

"We have a great need to help those students that are gifted in our school system. I know we would at least have 1% or better of our students qualified. This would entail 65 to 85 students in our system. These students are the ones who should be our leaders in business and industry. I have gone to other states to look at their gifted programs and have written for materials in the past for information on the gifted. But our school system is more interested in the special education programs. Those students need help, but so do the gifted students. I feel the field is wide open at the present to help the gifted students and I hope our state can and will set an example for other states to follow. In the delay of each day we take to help the gifted, they are suffering and so will we in the future."

"For too long our gifted and talented students have 'gotten along by themselves' and most have ended up as a part of that vast wasteland of the society -- doing less than they could. A crime of education!"

"Vast majority of our children come from low income families. Talents often go unnoticed."

"I feel that the gifted will learn despite whatever their disadvantages are. However it would be nice to help them achieve their highest potential. I feel this would benefit not only the gifted child but anyone who comes into contact with that child and his or her finished product."

"The gifted and talented are persons, not natural resources to be developed and exploited. Certainly they should have the opportunity to make use of and expand their talents as well as to grow in other areas, but let us not unduly pressure them to 'live up to their potential' nor set them up as an elite class. Too foten this results in neither happy persons nor benefits to the society."

"A gifted child may need as much individual motivation as a child on the other end of the spectrum."

"It would be great if we would only spend as much time and money on gifted students, or even our good students, as is spent on educationally deprived and special education students. We could really see good results for our efforts."

I have felt for years that we are 'missing the boat,' educationally speaking, by spending so much money on the slow and retarded and so little on the gifted, who are really our hope for the future."

"Far too much emphasis is placed on education of the slow learners and not enough on the gifted."

"There definitely needs to be some thought and help given to the gifted student. We have long spent too much time and money at the federal and state levels worrying only about the socially and economically deprived student."

"There is not enough desire, from federal government on down, to do as much for the higher end of the ability scale as for the lower one. The system fails to recognize the gifted and talented children."

"We now receive state and federal funds, special quidelines from various units of governments, and services for the mentally handicapped, emotionally disturbed, etc. It is only fair and appropriate that we have the same kind of consideration for the gifted and talented students."

"Each year my blood pressure rises as I record the thousands of dollars that we channel into our rooms for the mentally retarded and make no monetary provision for the gifted. I do not mean that the retarded should be ignored but there should be some equalization of attention and funds..Over 50% of my teachers forget the gifted because they tend to take care of themselves."

"I would anticipate a law suit sometime soon on behalf of the gifted students. The fact that schools spend more than twice as much to educate a handicapped student who can never contribute anything significant to the society may be a substantial ground for constitutional challenge."

"Every effort should be made to require schools to provide programs for the gifted students just as we have for the disadvantaged."

"I would like to see equal education for all students: gifted, average, vocational and special -- equal money, facilities, everything equal. Some of the leaders are 'way out'. The local levels are perhaps more idealistic."

"The gifted and talented, learning disabled and mentally retarded are all stereotypes. A program that can include everyone but diversify from within is the best from my experience."

"One should not discriminate, but should try and meet the needs of all students -- not just the gifted and talented."

"It appears to me that most schools more than adequately take care of the talented and gifted students, or they are better able to take care of themselves. More time and help (money) should be devoted to those who are the 'middle of the roaders' such as vocational education students."

"Most schools have done some work for the top 20% and bottom 20%. I think it is time for educators to become more concerned with the other 60% and the average individual instead of continuing to be controlled by the smaller groups."

"The gifted can take care of themselves. We need to help the middle and lower class students."

"In Indiana we spend large amounts of money on special education programs (EMR, PVE, and trainables). Now we are embarking on a program for the talented. But nowhere have we tried to develop programs of additional funding for the slow learner: the B,C student is helped out not the low C and D. We spend at the top and the bottom of the educational scale with little or no funding at the middle."

"But as far as my elementary school is concerned, there are relatively few pupils in the category of the talented and gifted. I am assuming the reason for a questionnaire on the gifted and talented is that there is a feeling that schools are not making maximum use of the minds of the very intelligent. I feel, however, that the schools need more help in another area, and that area is for the child who is classified as a slow learner whose I.Q. falls in the range of 80 and 90. These pupils need more help than the classroom teacher can normally give. I feel a special program in the school and a few materials would be of great benefit to the child in this I.Q. range. They too are important people and can contribute greatly to the working force of our country and do a better job if they were given more opportunity to perfect the basic educational skills in spelling, reading and math."

"Priority should first be for the 'not-so-gifted' who have reading problems."

"The biggest problem in this school is how to bring the educationally deprived up to the national averages."

"I do not agree with the importance your survey suggests in this area. The slow and retarded children need the help much more than the gifted. The gifted students will become the doctors, teachers, lawyers, engineers etc. anyway. All funds of this type should be spent for the slow students and the average."

"I definitely feel there is a need to improve conditions for the gifted and talented students. I am not sure that our system, community or the state is doing what is needed to satisfy their needs."

"There is a tremendous need for early identification of these students and programs for them. I should think horizontal enrichment of programs is imperative. I do not think the inertia of school systems will be overcome without legislation demanding to do so. If I may be of service, please contact me."

"Legislative action to demand gifted programs needs to be implemented by all school systems."

"We just have not put our energies to this topic yet."

"We need to overcome community apathy."

"School boards must see the need for a program for the gifted and talented. We have waited too long now!"

"Convincing the Board of Education that the program offered for the talented and gifted student is just as important as the remedial program we now have."

"Our school system is trying to deal with the gifted. The general public is still hesitant in its support.

"Major need is still basic education for the majority of children enrolled. Good teachers can and do challenge talented students, but can provide better leadership with better assistance and equipment."

"(1) Need for much in-service education for teachers to give them help and guidance in meeting the needs of the gifted and talented students.
(2) Need for financial support to provide materials etc. needed by teachers working with these students.
(3) Need for support from administrators in scheduling etc. to help program become a reality."

"In one area our talented students are adequately provided for. This includes special teachers and assistants, equipment and materials, transportation, special classes, sports, and community support."

"The control should remain at the community level. Too much of what we now have is either federally, state, or pressure group controlled. No one knows better than the local school community what needs are present in each geographical area."

"We do not need another layer of bureaucracy as was the case with Rule S-1. It has created a one-way street to the detriment of students and teachers alike. We presently do an adequate job with gifted students. It would be irrational to conclude or over-argue that they are handicapped."

"I would suggest that private funding and private schools be encouraged to provide for the gifted and talented. Industry could be enormounsly helpful. State funding and programming will ultimately become counter-productive."

"As a parochial school, we would probably not realize much benefit."

"As a private school we seldom feel welcome to take part in such state-sponsored programs due to complicated red tape involved. We would appreciate aid to the regular normal student for his books, teachers' salaries, etc."

"I think we would be kidding ourselves about additional resources and funds, because the state has not given much to parochial schools even though they meet state standards."

"We would hope that any help in the area of better instruction for the gifted and talented would also be available to private schools -- such as we have. Financially, we can never do much by ourselves."

"As a private, open alternative school, access to certain types of aid is limited. Our efforts are therefore directed towards grants etc."

"We are a Christian Day School. We do not want tax supported services, with 'strings attached,' affecting our furture freedom to a God-centered education."

"Every dime that is spent must come from someone -- usually the average people -- if we continue to spend great amounts of money on every monority group, we poor average people will suffer even more. Everyone is exceptional in some way. When does my turn come?"

"The gifted and talented could make good use of extra attention in program and teacher development. However, if this means higher taxes and more bureaucratic offices, then it is not that necessary. Somthing else that is funded by taxes would be cut in order to fund assistance to gifted and talented: what and where?"

"In a time of declining enrollments, it would seem propitious to attempt to incorporate some high powered programs into a typical school's curriculum."

" Do not perceive programs of this nature to be a high priortiy item. It seems frivolous to begin new programs while we continue to inadequately fund present programs."

"We have so many financial needs of financing our present regular school offerings. So before we expand the curriculum more, let's concentrate on doing well what we presently have."

"We are having most difficult time now of meeting expenses of the regular classroom instruction program."

"We are cutting programs now because of state control. Where would additional funds come from?"

"More research is necessary about gifted and talented -- significant research. Also, we need to order our priorities -- how much would the finances of this program drain from the regular program."

"Board supports the concept, but has not implemented the program for reasons of finance. Sheer lack of numbers plus pressing needs of the vast majority do not leave sufficient money for those at the higher end of the spectrum."

"In small schools we are handicapped by numbers, space and personnel. Our educational program is already underfunded. We are cramped for space, and we do not have the required personnel to expand our offerings.

"Our greatest limitation is finding the necessary physical facilities, funds, materials, space and personnel for the programs of the gifted. With adequate financial support we would find a way to implement the program. Even an addition of one teacher for this area could do the job."

"Our current financial needs are more educational supplies, teacher aides, full-time librarians and in-service programs for those in the field."

"I feel the staff that we have is 'interested' in students of all ability levels. This being fact, I am sure with money for programs and some in-service training we could start helping these students now. We do not need 'special degrees' in secondary schools to teach gifted, just time and money."

"The needs of the gifted are paralleded by the needs of all students in the school. Greater funding would permit imporvement in the learning program all along the line for all students. Every student is in some group having special needs."

"We must integrate our thinking to a point that will assign equal value to every area of student needs. These needs will fluctuate constantly. Our errors have been in searching for panaceas and failing to assign importance to the individual needs of students. Education has no priorities other than a total response to all categories of the learners' needs. Educators cannot meet these needs until taxpayers are willing to fund the development of intellect at the same or better rate than the industry funds the building of an automobile."

"If you would use your influence and pressure to provide funds so we could cut the per pupil ratio to 1-15 or 20 pupils, it would not be necessary to innovate additional new and expensive programs that eat up huge amounts of money in administration and bureaucracy and very small amounts trickle down to providing personnel for actual working with kids. Classroom teachers have to do the leg work in education, not the researchers, not the consultants, etc. Right now we have a school counsellor. What does he do? He visits our school, spends endless hours conferring with a few teachers (4 in the past 4 years), pupils (4), etc. The counsellor did make some recommendations and suggestions but he did not do any of the actual working with the children. That was saddled on to the teacher who already has 27 other children in the room who deserve some of her time."

"For many years the gifted child has been avoided because of various reasons too numerous to write. I do feel if the state legislature would fund just 1/4 of the money for setting up programs for the gifted as they have funded for the special education child who is mentally retarded, we could develop meaningful programs not only for the mentally retarded, but also for the gifted. This attitude is formed on the basis that both types of children are in such a small percentage. They need more help than probably any other group of children."

"Just give us what is being spent on special education, or just half of it. Then compare results and returns."

"We are in a special situation where additional funding for identification and supplementary programs for the gifted and talented would be particularly beneficial since our students have not been adquately served by the conventional educational system. In addition, they have been less identifiable and their potential is more easily overlooked and undeveloped."

"The gifted and talented should be financially aided and encouraged to attend institutions of higher learning beyond high school if they are financially unable to pay their own way."

"All title money or local funds are spent on the mentally deprived child usually coming from low income families. Nothing is spent on the gifted child which makes him deprived also. This injustice should be corrected."

"Local school districts should receive funding to set programs into operation that are beneficial to children in their areas. Too much interference and imposition from state and federal governments is very detrimental."

"Although we have little in specific programs for the gifted, these students do have many special opportunities both curricular and extracurricular. We do not have adequate funding for our regular programs -- for reducing class size etc., and this should come before funding for new programs. While the state may offer help and incentive, it should not mandate programs for the gifted. My experience has been that state mandates are often negative in their total effect."

"We meet the needs of the gifted through regular classroom assignments. They spend most of their time in their own grade level classes. Once I thought state and federal aid was the best way to implement programs for the gifted. Now I feel the involvement of state and federal agencies only places restrictions on the programs and I don't want to go for them. Generally I feel most teachers are equipped to handle most programs without in-service training or additional college work, if they are allowed to."

"Keep the federal government out of the funding and prescribing regulations for the programs."

"I would oppose the task force type committees and departments at the state level. Local groups with resource people and a commitment can do the job. Frankly, the local schools need to find funds by themselves and not depend upon the state legislature to appropriate funds each session. The manner in which gifted children are identified is very important. How do you find the truly gifted?"

"Money is not the issue. Attitudes of board members, union forces, principals, and teachers are vital. Spraying money around will not get the job done. We are not really sure as yet who the gifted are."

"At this time, we have no gifted children in my school."

"Very few if any gifted children have ever come to this school."

"We don't have a special program for the gifted or talented. Regular programs are not geared to those with gifts and talents."

"We have not seen or felt the need for a special program for the gifted at the elementary level."

"We have not attempted to identify the gifted or talented for any specific purpose."

"No distinction is made between the gifted and regular students."

"At the present time no arrangements are formally in operation in regard to the gifted child. The teachers make necessary adjustments as they work with these children."

"Educators have mixed reactions about the merits of gifted education."

"I don't really believe the gifted and talented are falling behind so much that a statewide special program needs to be initiated for them."

"The gifted and talented are just being pushed through the regular curriculum at a faster pace. This is not what they need. We are still too skill-oriented."

"The child does not present a problem in a regular classroom, so there is no pressure to provide a different program."

"This is an area long ignored. It is difficult to create interest. No one person or group is pushing."

"I feel the gifted and talented are the most neglected students. There are not enough programs to expand the curriculum for these students."

"Our gifted and talented children need a program to encourage their learning. They are the adults of the future to run our country."

"Following the launch of Sputnik a number of excellent programs especially in science were developed for the talented. The inexorable demands of a rapidly changing social order in the past decade have devoured the programs for the talented."

"I think programming for the gifted is very important and should be given as much consideration as other areas of special education under Rule S-1."

"Problems of changing socio-economic conditions also inhibit programming for the gifted and talented."

"One of our counselors has been appointed by me to head a committee to study how we might do more for the gifted and talented students. Our school city is developing a policy and studies for the implementation of programs for the gifted and talented."

"I would implement this along with other needed improvements. It is needed, but so are a lot of other things."

"We will definitely be initiating a program in the near future."

"We already have a pretty strong program."

"We are a small school and know our pupils. We can provide much academic stimulation for the academically gifted. But we lack any facilities for the mechanically gifted. We have a fair program for music and art."

"Schools which are small will have a great deal of trouble doing an adequate job with the gifted."

"We do have gifted and talented children here. Very few were so identified before their admission. The emotional problems these children presented probably precluded their inclusion in gifted programs. The numbers of gifted students are so small that I cannot perceive such a program."

"I feel we do not have enough truly gifted students in our system to merit a feasible special program. So I guess we just neglect them."

"I think the gifted and talented students have been neglected in most school systems. They should be given more attention because we need their leadership and contributions to the society. I am not sure what definition really describes the talented and gifted child. Therefore I am not sure we have enough in this category to fully develop programs and expend a lot of money."

"Joint service programs would be more feasible due to the small number of gifted and talented in a single school or corporation."

"We may plan gifted programs on a cooperative level for our five participating school corporations."

"In our system pupils with ability are tested in all the elementary schools by a psychometrist for special talents. The selected pupils are transferred to another school where a special class has been formed with an advanced curricular program."

"Our gifted students are transferred to gifted classes in other schools after the 4th grade."

"We have no difficulty getting our students into the gifted program. The school board pays for transportation to schools having enrichment classes."

"Gifted pupils are screened and recommended by the elementary school in their neighborhood to attend the gifted classes at one of the corporation's central schools. There is one class of 5th graders and one class of 6th graders for the school corporation -- approximately 50 pupils."

"Most teachers I have associated with recognize students who are gifted and try to extend to them the opportunity to excel through extra effort. If classroom size is smaller I believe they would do a better job with all students, not just the gifted."

"Individualized instruction should meet the needs of all. Many media are used. We think we do a pretty good job of this without a specialized program."

"We do try to motivate learning by meeting the needs of individual students through self-made games etc."

"When all teachers attempt to teach children, identifying their present functioning level and helping them to progress step by step, the needs of the gifted and talented will be met."

"Counseling should focus on the needs of all our students, 40% of whom are slow learners and only 1% gifted."

"On the high school level special advanced course offerings, which are interesting and challenging to the gifted and talented, are the easiest to provide. This avoids leaving anyone out who wishes to be challenged. All methods of selection that are too arbitrary in nature may defeat the goal of talent development."

"I feel our surburban community is not in need of enlarged programs for the gifted as there seems to be a large group of very able students which prvides an excellent base of operation for the gifted. The teacher in this community is provided with a large selection of materials and there is little expression of need for supplemental, or separate, programs. Some teachers do need to be helped to understand the special needs of the gifted group."

"We are a private nursery school with an excellent well-trained staff and small student-teacher ratio. We try to meet each child's needs. So we consider all our children gifted in some area or another."

"Our I.G.E. program meets their needs."

"Through our program of Modular Flexible Scheduling and especially the independent study phase, I hope that we are doing a better job of meeting the individual needs of each student. Certainly, the opportunities are available to the gifted or talented child, although no specific provisions or programs, as such, are planned or spelled out. If I did not feel that our present program of M.F.S. was not adequately meeting the needs of the talented or gifted student, I certainly would be in favor of planning and implementing a program that would meet the needs of those individuals."

"The gifted have skills. They need additional desire and social relations training."

"Academic success in college does not seem to be predicted on graduation from a public school with a strong curriculum or from one that offers only traditional subjects. The most important factors seem to be the student's ability and desire. Although I do not believe the expense would justify itself, I would accept and support the program until it proved or disproved its worth."

"The questions were answered in the light of our operating a college preparatory school primarily. Our honors courses and other courses are geared to the college-bound, all of whom are gifted to some degree."

"Our gifted programs are in the form of advanced level courses in many areas."

"We send high school students to college courses."

"Too many educators are unaware of the special needs of the gifted. Criteria for identifying the 'gifted' need to be established."

"I think the classroom teacher has the best diagnostic information concerning academic potential, creativity, special skills, talents, hobbies, interests and personality of each student. In our school an attempt is made to identify the needs of each student and then use prescriptive learning approach -- this means enrichment for the gifted child."

"In our school we have the usual grouping for reading in grades 1 and 2. Children are shifted between rooms for reading in grades 3 & 4. These examples of achievement grouping would give the gifted and talented some opportunity to operate at their own level. It is hoped each teacher makes some effort to provide for the gifted and talented in his classroom. Beyond the afore mentioned, nothing specifically is done for the gifted and talented."

"We have fourth, fifth and sixth grade enrichment groups which meet for one hour period per week plus special trips with parent tutors."

"Our class size is so small that gifted students are not separated from other students, but are given enrichment activities."

"We feel a strong enrichment program in regular classes helps the gifted student and yet allows his social development."

"Teachers do plan special materials and projects for some students."

"Some express concern that the gifted should not be isolated or segregated. We should keep mainstreaming them."

"Children are peer-conscious and do not want to be different from their classmates."

"I consider the whole concept of providing a special program for the so-called gifted and talented students ridiculous and redundant. The three or four gifted students that I have recognized over the past 32 years would not have profited from a special program. They needed to be in the same program as their peers."

"I am strongly opposed to separating elementary kids into special classes or special schools for the 'gifted'. I do feel, however, that we are not doing enough for talented youngsters. In my opinion this can be done by enrichment of the curriculum with special projects, differentiated assignments and materials, with perhaps grouping within a classroom or between rooms. Some teachers do a good job of this -- others need additional help."

"I have had many years of elementary teaching and administration and I've seen many of the so called 'gifted and talented'. I've never seen one that was so 'gifted and talented' that he did not have to learn the basics as do those not so 'gifted and talented'. So I feel such special programs are probably needed in secondary schools more than in elementary."

"At the elementary level, I am definitely not interested in grouping these students away from others completely. Even in the groups we have, the 'high' group may have 20-25 kids, and not all of them are 'gifted'. We teach the whole child, not merely the brain's speciality."

"At the present time we have so many extra programs that our classroom teachers almost have to fight for time to see their pupils. Cut out programs which take pupils out of their own classrooms. Give us money, personnel and equipment to reduce teacher-pupil ratio, so that each classroom teacher can work with all types of students."

"What teachers need today is strength and time. I think they already know how to do more things that they have time or money to accomplish. I believe excellent schools have a broad enough based curriculum to help all children. I think we are making a big mistake when we begin to break up children into little segments."

"So many programs include good pupils but not gifted pupils. This segregates a school academically and socially, and deprives both good and poor pupils."

"Let's not rob the classrooms of their greatest asset -- the talented, or rob these kids of the living social laboratory which is the heterogeneous classroom. Give the classroom teachers the knowledge and tools and they'll do a great job for all pupils."

"I am opposed to any program that would produce snobbery by social removal of students from peers. Perhaps more instruction should be available from colleges and universities for regular teachers on teaching the gifted in their classes, rather than prepare 'special' teachers for the gifted."

"Let the schools provide for their own by supplementary materials but do not place so much emphasis on academic success that a child does not have a childhood. Must we place so much on our children that they become potential suicidal candidates? Let them enjoy childhood and not worry about advanced work. They will make it and they will have the worries of the world soon enough."

"I would support special programs for the gifted only within the framework of regular classes through individualized instruction, without separating or isolating gifted students from the regular classes. I would support in-service training for regular classroom teachers relative to how to deal with the gifted in their own classrooms."

"I would hate to see the gifted segregated as a group like we have done with the mentally handicapped. I can see some basis for EMH classes but feel we need to be much more creative with the gifted. I would like to be involved in an educational program to learn more about giftedness."

"It would probably best be done through existing programs and not by a separate and distinct new program."

"We have already experienced to a degree the philosophy that is implied in this survey. This was especially true during the post-Sputnik era. We looked for science talent and set up special programs. We grouped students homogenuously. We put all the slow learners in special rooms etc. The problems created were usually greater than the good fruits. The elementary school could well devote its time and effort to teaching common skills to common groups and supplement as needed in this same setting for the gifted. The good teachers do this very well. If they don't, the state department and local boards could well spend money, time and effort to accomplish the same instead of developing special programs, at least at the elementary level."

"Surveys in this school corporation indicate that there has been no appreciable progress by gifted students assigned to special classes as compared to the students in the control group who stayed at their home schools. The studies also indicate that there was less progress made by those students who were in segregated gifted classes as they were deficient in leadership abilities and roles. It is hard for me to justify special classes for the gifted in a democratic society. How can a community support segregation based upon intelligence or the lack of it? This community has had special classes for the gifted for about 15 years. The parents of former students in the program have annual reunions to reassure themselves of their superiority as parents. It would be very hard to discontinue the program as the parent 'alumni association' could no longer be able to assert that their children attended the gifted school."

"In our school we track students. Children of above average abilities are grouped together. We have groups within groups for some classes. Yet I would hesitate to call all of these children gifted."

"There is a need for expanding a significantly better program for a large talented group who may not necessarily be classified as gifted."

"We have provided a special science program for the 'gifted' 4th and 5th graders in summer school only."

"I feel that the emphasis on the disadvantaged child has been extensive and important, but children with special ability have been ignored as well as the preschool and kindergarten programs. We have underestimated the mind of the four and five year old, handicapping him from the beginning. In terms of present definitions, the number of gifted and talented children would be overwhelming if we choose to meet the 4 and 5 years olds 'where they are'. The level of education must be higher. I feel strongly about these programs and would assist and support any effort that would strengthen or start programs of this nature."

"For truly meeting the needs of the gifted, I feel a very special program needs to be developed. I feel the program should cover a geographic area of sufficient size to make it functional as well as manageable, costwise. I can see where the cost per student could be quite high compared to regular cost per student educated."

"We are in favor of the aim: providing programs and opportunities. We are not in favor of the professional featherbedding that seems to be characteristic of the Rule S-1 legislation for special education students. In other words, we feel that a program is more important than certification, 'full-time' labels, etc."

"I believe that traditionally trained teachers are capable of sufficiently meeting the needs of the gifted and talented, in so far as public school responsibility goes, in the regular classroom, with little special supplies or equipment. Planning and organization of such programs should be essentially local."

"Gifted and talented students do not need a lot of expensive bureaucracy and super-specialists. They need understanding teachers with reasonable amount of supplementary materials and some time. These other things are bound to exist also, but with much less influence on legislation and mandatory programs."

"We would do well to remember that while programs for the gifted are highly desirable, the people to whom the task falls are heavily laden already. Please review seriously what is required of an elementary teacher. While all manner of ideas may be set forth, ultimately the classroom teacher must assume the responsibility."

"I basically feel we are trying to provide extra activities for students in some of our programs in this school. I feel that the talented or gifted show talents in so many different areas that it would take a very special person to work with many students."

"The teacher training programs within different universities prepare the prospective teacher in such varying degrees that some are prepared to teach the gifted and talented whereas others who hold a teaching degree are not worth paying to be in a classroom. I think there should be better evaluation at the undergraduate level. Then we would have more personnel ready to help the gifted and talented."

"Many gifted and talented teachers are regimented into certification mold. Why not have screenings, evaluations for them to determine their worth rather than a shopping list of courses?"

"The certificate to teach the gifted should be offered only at the graduate level. Create courses to fit needs, stipulate the hours but let the teacher design his or her own program of courses toward the certificate."

"Are we headed for more and more people trained to do less and less? How much more administrative overhead?"

"We don't have and don't plan to have in-service training in the theory and practice of education of the gifted and talented."

"Some initial leadership from the D.P.I. would certainly be of value to all of us in this area. At the present time it is difficult to maintain even present programs financially."

"I found this survey very intersting and learned a lot from it. I feel something should be done for these students, and I certainly would want to help them."

"I am pleased that the state is making some efforts to develop plans for and awareness of the needs of gifted and talented students."

"It is my opinion that it would be beneficial for all Indiana administrators to see the results of this survey."

*NOTE: The comments from respondents were edited for clarity.

Selected Comments Made By Teachers*

"I feel the gifted and talented students are the potential leaders of the country. Their needs should be met above all others."

"If an all-out program isn't started soon the next twenty years will reveal a state of chaos in public service."

"I am afraid for America's future. Many give no attention at all to the gifted. I fear the choice of Presidential candidates in the future may be worse than it is now because of the neglect of potential."

"If we fail to develop these people we are wasting America's greatest resource!"

"Concern for this segment of our school population is long overdue. These students will be our future leaders and therefore it is our responsibility as educators to guide them, challenge them and develop skills that will enable them to be the best possible leaders."

"I do strongly believe that we have neglected the gifted child. They are the very people that we need not to overlook. They are the future leaders of our country -- or at least those who have the potential to be. To sum up what our school is doing for these individuals is that their needs are not really being accomodated much at all.

"This is an area long neglected and avoided in our total educational system at all levels of endeavor. The needs should be effectively met!"

"In our school system this is one minority group that is really getting a raw deal."

"Talented students need help as much as other students if they are to succeed at their ability level. They deserve to be able to function at their level."

"Special opportunities and programs are necessary to increase or assure greater success for the gifted."

"Now is the time for all good men to come to the aid of their country by promoting sound educational programs especially for the gifted and talented students!"

"In this school corporation I see no future for the gifted student. In fact not too many students have a chance in a public school system. It seems that politicians are more interested in the number of whites and blacks that are in schools than in educating the students."

"As a mother of a gifted child, and as a teacher of students of all levels of ability, I have always felt the gifted were neglected, bored, often underachievers, sometimes dropouts, daydreamers, often given extra busy work, seldom understood, sometimes ridiculed, and taken advantage of to tutor students, grade papers, etc. As leaders of the future, they need help from the earliest possible time, even through early enrollment. They need understanding and challenge, enrichment and encouragement."

"I believe the public school system,as it is now set up and functioning, is a very inefficient system. It is physically impossible for one teacher to fully meet the individual needs of all the students that are in a class. Those above average and those below average suffer because instruction must be geared to the average."

"Much talent goes 'untapped'. Many gifted students are bored with school and are 'turned off' by the regular classroom routine, thereby appearing not to do well in classes. School is no challenge to them."

"Many gifted and talented children are being 'turned off' by our present systems. They are also bored -- it's high time we start spending some money on our leaders of tomorrow. I have resource teachers available for my L.D.'s and E.M.H.'s but very little help in programs for the gifted. We do have money, audio-visual and library materials available."

"The gifted child is not always recognized -- mediocrity in our schools turns this child off and he fails because of sheer boredom. We penalize the student for having a brain. It is the biggest waste we have."

"In a regular classroom situation I feel that the gifted child is often cheated and robbed of extended learning experiences because of the time needed to correct and direct those with less interest and many more behavior problems."

"I don't think the funding is as much at fault as laws about racial balance, mainstreaming the retarded, and our mass production in industry. The intelligent becomes the lost and hopelessly discouraged in all areas. Then the influence of the things such as bad grammar abounding on the radio and T.V. overshadows all efforts seemingly of the teachers who try to stress, or at least, teach our formal language. Text book companies dictate what we teach!"

"It is my opinion that we slow or halt the progress of the gifted by boring them and making them apathetic. Their talents should be developed."

"Administrators and teachers often lack understanding or appreciation of gifted students, especially of those who are highly creative. Perhaps teachers feel threatened by such children. Any ways that can be found to educate educators about this would help."

"Teacher hostility to these students is unbelievable."

"In today's electronic age, special programs for the gifted and talented become increasingly important, so that their talents may be developed to their fullest potential. There needs to be more freedom for creativity than is offered by our present structured program."

"They need to be grouped and given the chance to move as they want and can, beyond the teacher if possible or necessary. They shouldn't have to wait on the larger group."

"Teaching in a socially and economically disadvantaged school which receives much federal funding, I have strong feelings that the real discrimination in many schools is against the gifted and talented child, particularly the talented child."

"I teach in a white 'ghetto' area. I have few children who are gifted or even in the upper I.Q. brackets. However, it is for these few that my heart aches. Almost never are they challenged to their best."

"I have an 'accelerated' child who,through boredom, lost one year between the 8th and 9th grades. They are truly over-discriminated against. Your survey is an eye-opener. Let's hope it draws attention to these children who are sorely in need of (at least) a sympathetic education."

"I'm very much in favor of special opportunities for the gifted students. They will be the leaders of tomorrow and deserve our support so they can have the opportunity to be as well equipped for the responsibilities they must shoulder as we are capable of presenting to them. I think they are the neglected group now with special education programs for the retarded and classroom routines for the average students dominating our efforts."

"We educate the masses as well as, or better than,anyone else in the world. We worry a great deal about the underprivileged and minorities. But I feel the above average is very neglected in Indiana as well as in most places in U.S. I'm a coach but I feel many times we are more interested in our athletes being the best in the world and not our scientists, mathematicians, etc."

"Our current educational focus is on the average student. The below average student is included as an after-thought. The gifted are generally not included at all."

"Our gifted child is farther behind his capabilities than our retarded child."

"I feel the gifted are a deprived group of students. Our goal as educators should be to help every student to develop to his full potential. If we go to the bottom of the scale to help bring those students up, why not help the gifted child achieve greater heights also?"

"It seems to me that the gifted and talented are the ones we often neglect. Special efforts and time are given to help the slow and the underprivileged but the gifted and talented are left to achieve as they can, without special programs. Many times they are held back in the regular classroom so that the slower student can be sure and achieve the goals of the teacher."

"It appears that all emphasis is given to finance special programs for those below average. What a shame that we don't put as much emphasis on needs of the gifted."

"It is sad that we provide so much for the deprived areas in our society and forget to meet the needs of the gifted. Could this be one reason why we have such poor leaders in government, community, etc.?"

"It seems the federal government spends much on special programs for the remedial or 'slow' learner, hardly any for a gifted student."

"So much federal aid is geared at the lower end of the ability scale. I feel this is unfairly lop-sided. As a system, we seem to place more value on the slower child. Yes, everyone has a right to read, but we should spend our efforts cultivating our future leaders, enriching our future researchers, excellent musicians, etc. It seems because slower learners 'bog us down' we get them out of the room first. Since the good students usually don't make a scene and are the good helpers, their minds are wasted. This is a crime not only to the child but to our future society. If these children are not challenged, they will never reach full potential."

"We spend so much time and money pulling along those who are never going to accomplish much. Special education should be for all 'special people' with more emphasis on the above average."

"The schools provide special education for retarded children -- most of which will end up in an institution and not in the mainstream of life. At the same time a gifted child has to sit in a class of 30 or 35 students and not receive half the attention he should have. The teacher's time is devoted to the average child. It's just not fair!"

"Most special effort is now devoted to the slow or reluctant learner. For example, in my school we identify through testing the below average reader etc. and arrange his curriculum to assist him. But no effort is made to identify and provide for the gifted."

"We often support special education for the slow learner but little if anything is done for the people of superior capabilities. Yet, I feel, it is the latter of the two groups, who will be able to contribute the most to society. It's time to put things in proper proportions."

"The gifted are being neglected because of so much time and effort being spent to try to educate children who are unable or unwilling to be educated. This is foolish because our gifted will be our leaders and producers."

"I feel because we, as teachers, have neglected the gifted, we have a tremendous waste of human resources in our country. We make them lazy and then they do not want to accept a challenge that would enable them to stretch their abilities, because from the time they enter school we do not get them in the habit of using what ability they have. The cost of educating a gifted child would produce greater results than the per pupil cost of educating the educationally handicapped. I am not opposed to help for the slow learner but we have missed the boat with the gifted."

"When I mention to our guidance counselors that the time we spend with our slow students could be spent much more profitably with our good students,I am looked upon as a blasphemous!"

"Since the tax dollar of the gifted will aid the underprivileged in the future, the gifted should be educated to the fullest extent of their capabilities so that they may help meet the financial needs of those less fortunate than they."

"I strongly feel the gifted and talented are a 'left out' group. I wish they could receive more help and financial aid, but I also feel that at the present time in the field of education there are many other areas that need more aid, i.e. equal schooling, vocational training, useful reading programs, etc."

"It would be good if several schools could go together to provide opportunities for the gifted. However, at our school we do not have enough gifted students to warrant the expense of our own programs for them. There are other more pressing problems for which the money could be spent and I feel gifted persons can do much on their own, whereas many underprivileged students can't and need the help more."

"I feel there is a need for special programs for the gifted and talented. There should also be a reasonable ratio between pupils and teacher. It could get to be an extremely expensive program for a few, including the cost of bureaucracy at the top. There are many important areas, all needing money, improvements, expansion, etc. It's difficult to say who should get what, first."

"I feel, in our community we don't have that many exceptionally gifted students and being a poor community, we should use the little resources we have to best benefit the majority. It would of course be nice to have programs for the gifted if we could justifiably afford them."

"There is a need! But I don't feel that it is the most pressing need of the schools in Indiana today. We have other priorities much more important."

"Our country is behind, not only in the education of the gifted, but in many other vital areas of education as well. The areas of preschool education and education for the socially disadvantaged have not yet been initiated in our county. Thus when speaking of education for the gifted, one is met with complete apathy. Seemingly, one of the major concerns of our teachers is the pupil-teacher ratio, which presently is well above thirty pupils per teacher."

"The gifted and talented are very special people but they must function in a world of average people. Therefore, I feel they need to have empathy for their peers. They need to work with and beyond fellow classmates. Attitudes are most important for the gifted children."

"The gifted need the opportunity to work up to their ability and beyond, but I do not feel that they should be isolated from the rest of the vast majority."

"Give them enrichment but let them be 'kids' like anyone!"

"I would hope any programs would not make the 'gifted' person feel 'high and above' the rank and file persons. I would hope the programs would challenge and extend the gifted persons' talents!"

"In my 13 1/2 years I have taught math and English to all types of students, remedial through gifted. I find the gifted suffer more from inadequate social development than from academic handicaps. This problem is better solved through integration with less gifted students than through segregated 'advanced' classes such as we have here. That integration also helps the slower ones. I myself was considered a 'gifted' child, but I prefer my own varied background to the programs of isolation often advocated for the 'better' students."

"As parent of a student who was selected for such a program, my husband and I discouraged her attending the program. We discussed the program and let her make the final decision, but I must admit we did 'slant' the views. The main reason for this was the school was out of our neighborhood and none of her friends were selected. Another reason was the fact that the social results of such grouping leave much to be desired."

"The gifted child needs normal classroom activities and relationships with average children. In order to live and work in a society with all kinds of people and to be a success or a contributor, people must have normal experiences. Therefore, a gifted child should not spend his entire day at a school for the gifted."

"Additional life experiences must be available for these students. They are academic students, but frequently limited in broad life experiences, or in the discovery and development of other talents."

"I would like to see how gifted and talented students feel about others. This would be important in placement of these students. There is a new test which will determine their concept of others. It will be published within the next few months."

"I cannot look at gifted children as a 'lump group' -- I can only see each gifted child as an important individual if I am privileged enough to know him and thus plan with him activities to help him use his talent."

"Every student in my class is gifted in some way or another. Each one should have the same access to any special funding."

"I contend that every child is a very special person with needs all of his own. I share the concern with many other teachers who feel that programs which fracture our student population into special needs groups, deprive those students of the experience of being uniquely themselves within a truly representative sample of humanity. The comprehensive high school staff must have the freedom, flexibility and concern to provide for the special needs of all our children without creating artificial situations which of themselves deprive."

"Why is it that we always single out a 'special group' to help -- put all our energies in that program, decide it didn't work quite that well, and then go off on another tangent? We need to be worried about all students; the gifted, the average, and the socially disadvantaged. Our curriculums need to be directed toward all these areas, not sacrificing one for the other."

"I am of the opinion we should put more emphasis on 'Basics for the Masses' and less on extra for the gifted and retarded!"

"I personally feel that we need to expand and improve our programs for the average students before we spend more toward the few that are talented. Our students are without the benefits of journalism, advanced courses in areas of their interest, etc. I would rather see career education."

"The real loser is the average student because the top and bottom of the class stand out and thus acquire more attention. Special classes should be organized for all special children so each can learn at his/her own rate."

"I feel that in education in general we have put so much more emphasis on extremes -- gifted and slow learners -- that the average child is neglected, and he is the mainstream of our society."

"We spend a great deal of time and money studying the gifted and the special; perhaps the average ordinary student is the most oppressed of all!"

"The gifted will take care of himself. Time, effort and money should be spent on the neglected average student."

"I teach first grade and see many of the primary teachers teaching only the most gifted children. In this system, the average child isn't taught, and begins to feel 'dumb', and violent. Perhaps by sorting out the top of the ability range, the large middle section would have a better chance. After reading the book 'The Best and the Brightest', I feel a large measure of care must enter such a program. . .Do we need more ruthless, selfish and covetous 'bright' young people? Our schools don't seem to make 'scholars'. Where are the thinkers who find satisfaction in the search itself?"

"If we wish to change our social make-up, fine. We could test like Germany and only allow our most gifted to proceed into college preparatory. Then we could provide adequate classes for them. They may be more realistic in their viewpoint. Presently we have more classes for our gifted than we have for our below average students, percentage-wise."

"Though it is wrong to assume that the gifted automatically have doors opened to them that others don't and never will, the real tragedy lies in our continued neglect and inadequate care for those individuals with below normal intelligence and learning disabilities. The stigmas attached to them are far more harmful than those attached to the gifted. Provisions should be made to help each group adjust to their special attributes, but to start a program and only half way carry it through is a greater crime than not having a program at all."

"It would be very nice if we could have special classes for the gifted and talented but, in my opinion, we should concentrate on the below average at this time. We need to help the ones who will need the best education and training we can give them so they may operate in our society when they become adults."

"I feel that the gifted child should be encouraged in every way -- but -- only after the slow learners have been given an adequate opportunity to progress. This would include a vocational department."

"Don't worry nearly as much about gifted and talented as about children who are not college material and really need a vocational school."

"As a rule, gifted students will achieve in spite of those around them, i.e. teachers, parents, friends, etc. More emphasis (money, resource people, research etc.) should be placed on those students who lack the basic skills needed to become good citizens. They are being severely short-changed in our system due to the lack of personnel and facilities. Gifted students can and usually are dealt with on an individual teacher-student basis."

"Since the gifted and talented can do more work on their own, I feel that money can be put to better use in the areas of low academic ability and underprivileged students. However, I do not feel that the area under study here should be left out completely either. A 'happy' median should be arranged."

"I am afraid I feel the gifted student will find a place in the society. On the other hand, the student coming from a poor environment or the slower student who shows exceptional effort is the one I favor helping."

"I do not consider a gifted child to be handicapped in any way. Nor do I feel that special programs for the gifted should take precedence over programs for those whose problems are clearly a hinderance to learning. However, if ever a time comes when money is available without short-changing other areas, I would like to see the programs implemented."

"In our situation we need to be concerned with the slow learners first. They are the children who suffer most and lose out in the end by not being able to read and perform the basic math skills."

"Our system only considers the 'gifted' intellectually. No provisions are made for the 'gifted' in other areas."

"I would like to see a specific school within each school district for the gifted. I also disagree strongly with the usage of the terms gifted and talented when used together. Many students are gifted but not talented. I believe there should be a distinction made between the two. I am especially aware of this since I teach vocal and instrumental music."

"1 - Categorizing 'gifted and talented' can be confusing since I.Q. is so frequently essential for 'gifted'. Creativity is not always compatible with high I.Q. and neither is talent. 2 - Grouping by I.Q. is not satisfactory in music -- by talent, it would be a different story.
3 - Grade skipping creates social dilemmas."

"Too many times I think 'gifted' and 'talented' children maybe considered as a threat in some classrooms. Also, I think that the academic 'A' student is mistaken for a 'gifted' or 'talented' student, even though grades may go hand in hand."

"I personally believe that gifted means something much more than merely what others can see in us. I have only seen two gifted students and they were not in any 'honors' classes. I don't believe most people can even see giftedness. Most gifted people are probably seen or labeled as crazy or useless -- but are, more than likely, way ahead of us in many ways."

"For too long -- though I don't expect a change -- the physically gifted has been able to amass great esteem and adulation. The academically superior student often feels like a fifth wheel at school where his ability should be most appreciated. We have to teach that intelligence, like virtue, is its own reward."

"In our school we have to obtain a certain class size before we can offer an advanced class. For example, if ten students do not enroll in a certain class, the class cannot be offered. This will be the problem with special classes. Since they will be offered to a small minority we will be unable to have them."

"The percentage of gifted students that we have in our school is so small that I seriously doubt if the school board, administration, or many of the teachers would consider the amount of money or effort that would be involved in a program for them."

"If we could get the normal class sizes to a reasonable load, most gifted students could be taken care of in regular classes with enrichment. Most schools do not have enough students to have special classes."

"Education for the gifted and talented would be great if there are good guidelines, and qualified people are made available for this purpose. However, it is hard to perceive spending money on a program with a few or a very small number of children actually taking part, when regular classrooms could do better with a smaller student load."

"The great need for special programs for the gifted and talented must receive publicity first, before we can expect much sympathy for these programs."

"We are just in the talking stage of programs for the gifted. Administration is supportive, but clearly lists it some distance from top priority. We may do something if schedule and staffing allows."

"School board attitudes and cost to local schools are the two areas that will require work if any program for the gifted is to be provided."

"The gifted need a place as do the potential dropouts. The school board, teachers, and counselors all seem to be in the dark concerning this problem. More emphasis needs to be placed on this area of concern."

"I'm sure our Board of Education could refute my opening statements for we have an excellent program 'on paper'. I know -- I helped draw it up. Having taught the program in my school for 3 years (a magnet-type school for the whole school system), it was perhaps the most rewarding of my 23 years of service. I was most disappointed when, because of public conflict and lack of funds, this program was watered down and eventually it was dropped. Our administration now plays games whenever the subject is brought up."

"Educate school boards to believe in and consequently trust teachers in educational adventures. Many excellent ideas are 'killed' by a school board that either does not understand educational needs or only views all children by its limited knowledge of children's needs! All the possible and available funding will not 'make it so'."

"This is a comprehensive and well-considered survey! However, I would question the underlying assumption that 'specially qualified experts' are necessary to develop the initial program. . .I would hope that the realm of creativity and giftedness is one area where specifics need not be dictated by a bureaucracy! Out here in the front lines of education there are resourceful teachers with workable ideas for their gifted students. Why not grant them the additional time and money their programs require as a first step toward establishing special education for talented students? If such a fund was made available, I personally would be among the first to apply!"

"I feel the gifted and talented, like the slow learners, are very neglected in most of our Indiana schools today because of lack of interest, lack of finances, and lack of trained personnel to deal with them."

"Lack of knowledge, trained personnel, and experience are all major problems in this school corporation."

"Some gifted seem to do quite well but seemingly without conscious effort or direction. It would seem that much groundwork needs to be done in this community before a groundswell would result to insist that special education for the gifted be provided."

"I feel the teachers I have contact with (for the most part) make a real effort to meet the needs of the gifted and talented child. We are hampered greatly however by our lack of materials and a question of priorities. There is alot I'd like to do but don't really know how to initiate. I've encouraged parents of children I felt were gifted to inquire about programs that could be started but have had no success."

"There is a need in this area but the time and money to implement such a program would be the major problems."

"It comes down to money and facilities. We have the staff already prepared."

"Token programs afford some opportunities but more needs to be done. Having worked for two years with more able in reading especially, the need for a more organized and adequately funded program seems important to me."

"It is an excellent idea to pursue and promote programs for the gifted student. My classes suffer due to lack of funding, interest and an excess of unnecessary, non-educational items and activities."

"It would be super if funds were available to spend them on 'individual groups' of students. However, with finances the way they are, that doesn't seem too probable."

"Sadly-neglected segment of the school population! It's about time -- if you can get anyone to support your efforts financially in these times of school budget crises!!"

"Good luck! Fund raising must be achieved by a highly talented team or individuals. Too many 'average 'people have control of the 'purse strings'."

"I feel the gifted are very much discriminated against. It's high time the State Dept. of Public Instruction stepped in to rectify the injustice."

"I feel this area of education is very important. Although I have had few gifted children in class, I felt inadequately prepared to help them, and our school has no program for them. Any help we can get in this area would be a definite improvement, and I think the state aid should be a 'must' in developing such programs."

"No federal funding. It is the state's responsibility. Curriculum modification is the need! It should encompass opportunity for all."

"We must consider social growth as well as intellectual advancement. Special training and materials for the classroom teacher to aid the gifted are needed. We must be concerned with the total development of the child, preparing him for a society that includes a wide variety of talent and achievement."

"I feel that gifted or talented students need to become aware of their potential, and that guidance in their particular strengths and interests should be in-depth and ongoing."

"Get at it at an earlier age, like grade one. By the time they hit grade 5, they're already dead."

"I think they need to start the program at an earlier age than 11 or 12. In our school system these classes don't start 'till 5th grade. By this time many children are already bored with school. If funds become available I would begin the program much earlier, just as soon as needs are identified."

"Talent as such does not seem to be adequately measured by any existing testing program. Motivation on the student's part is the single most important factor leading to their success. If variety of experience is available, the students will pursue their interests further. Testing procedures forcing a student into a special program would be damaging at the middle school level."

"The gifted and talented in our school have opportunity to do work which is at a level beyond that of most students, since in some classes they work at their own rate with teacher guidance. However, they are seldom pushed to achieve at a higher level."

"In smaller schools, such as ours, with funding and finances as they presently are, programs for the gifted would receive little if any support. Also I personally feel it is possible to 'burn out' even a gifted student by too much material at too early an age. Everyone, including the gifted, needs a chance to be a 'kid' and to grow up at a natural pace, rather than to always be pushed ahead. I feel that programs for the gifted would be more sucessful at the secondary level when students can see a need, and have a goal for all the extra work."

"I feel that with released time and in conjunction with the students themselves a good program can be designed."

"With the amount of materials provided in most schools today the gifted child, providing the teacher sees to it, can achieve quite normally."

"In our non-graded, continuous progress school each child moves continually at his pace, and the gifted move ahead of others of their age, but there are no provisions for specific identification or programs."

"In our system, there are several teachers making enormous contributions toward a totally individualized program regardless of the need. At the present it is an uphill struggle. Though we have a 'levels' (Holt) reading program, children are not allowed to go beyond their grade level in an adopted text. They may only do so in supplementary books."

"In our building the only opportunity for a gifted student is made by his own effort or the effort of a particular area teacher. Although some very good programs are offered system-wide, building administrative problems prohibit many of these from being implemented or even identified as useful by students and teachers."

"It is difficult to label something in terms of only the gifted and talented. Alot of programs are available and working in every school that are not titled especially for the gifted or talented."

"We do move and accommodate high achievers in academic subjects."

"We are only accomodating the gifted in our classes by giving some supplementary work and by allowing them to go ahead in their assignments."

"My own personal feeling is that the gifted student can further his or her education later in college and it is more desirable to spend our money and time on the rest of the students. After all, there is a limit to funds available for education. A teacher can spot a talented student and can give the student encouragement and extra work. If the student is interested in furthering his talent he will be willing to do extra and advanced work on his own with the teacher's supervision."

"I can only assume my township would handle the gifted programs in the same inefficient bureaucratic way they are handling Special Education (EMR, etc.). I think our best bet is to provide what we can, for the elementary student, through enrichment in the class. It certainly is frustrating!"

"I don't know what the definition of 'gifted and talented' is. I have never heard it defined to know how many or which students were classified that way. We currently have accelerated or enriched classes at my school. However, they are not very different from regular classes. They are large and not individualized. I'd classify these classes as for the gifted but only loosely."

"I feel that special programs, activities etc. be provided for the gifted and talented but this could be handled within individual classrooms if teachers were provided with materials and inservice programs on instruction of the group."

"In my opinion, the only concession we make to the upper level students is to release them from class so they can run errands for the office personnel. The only thing wrong with this is that the same action is taken for a non-learner!"

"(1) Give us inservice training programs. (2) Hire an extra person to help provide enrichment for the gifted and talented students. (3) Give us materials to use. (4) Provide one day each grading period or quarter to organize and set-up programs."

"At the lower primary level I believe the gifted can and should be adequately taught within the regular classroom. I would welcome materials designed to help me do a better job in this area."

"The only answer I see to training of the gifted within practicality is to spend money in the curriculum development area and to keep these children in the regular classroom. I am not opposed to grouping them within grades, but to busing children in order to group them among schools I would strongly disagree. Many gifted children are lacking in social skills and separating them from children of their age is not the answer. It is certainly worth considering placing one course on the 'gifted' and one on the'handicapped' in the list of requirements for certification."

"I do not like to see the gifted necessarily set apart from the other classmates. I would like to see resource areas where they could go when they have the time to develop their interests. These areas need highly divergent materials with personnel available for help and guidance. Even the proper books in the average classroom would help. And no more than 21 to that classroom! And each teacher trained to adequately guide such children, at least through the eighth grade!"

"I strongly feel that, if anything, the gifted and talented need help socially more than any other way. Most students considered 'gifted' that I have been in contact with tend to have adjustment problems in a normal atmosphere. I feel they have to learn to face ordinary life and cope with it. I don't feel we are realistically preparing them for the future if we treat them 'specially' and constantly have to find something to challenge them with."

"The gifted and talented should be recognized but not be segregated to cause social or emotional harm. Special guidance and instruction should be developed naturally for them."

"I think it is extremely important that gifted children be allowed to interact with other gifted children in similar areas -- not only to stimulate intellectual growth but also to let them develop socially in a peer group with whom they can relate. It has been my experience that gifted children can often develop interests and initiate projects with the help of parents and teachers but they suffer from a lonliness caused by their extreme talents in specific areas. The other children just cannot relate to them. It is important that the public schools do not let this talent be wasted -- for the good of the children and for the future of the world."

"We live in a democracy and let us keep it this way without separting our young people into different buildings according to ability grouping. Germany did this and let us not forget what they produced. The key to our system is the teacher in the classroom. We can start with any student wherever we find him and teach him if the teacher receives the necessary help. Let us double the number of K, 1st, 2nd, 3rd, 4th, 5th, and 6th grade teachers. Let us have state book adoption lists for high schools having many titles and of many different reading levels. Let us improve the teacher training programs. Let us draw people that want to teach rather than draw those that are looking for job security, or a second income in the family. Let us attract such people into teaching who really like children."

"Our gifted children should not be pulled out but rather offered enrichment activities."

"As long as there is a stigma attached to true ability grouping and we continue to have such a wide range of abilities within a specific classroom, both the gifted and the slow-learner will continue to be cheated. I'm firmly convinced the better students should be massed together and given every opportunity to achieve with a positive relationship to their potentials. Likewise, group the slow learners in such a way that the teacher can present much of the material on a verbal basis, in a step by step method. Too often in mixed groups lazy gifted students (and there are some) wait until you help the slower ones, instead of doing it independently, as they are fully capable of doing."

"At one time our system did 'track' students but the various ethnic groups felt this was unfair. No one wants a child to be slow. As a result we mix the best with the worst throughout their 4 years in high school. Math is in better shape than the other departments because of prerequisite courses but even here we have no honor sections. We down grade our best."

"With our 6.3 reading level texts, the talented students aren't really challenged. The current system really neglects the potential leaders for our nation's future! Should we fail to develop future leaders?"

"In my classes there are always two or three students who have to 'mark time' for the class to get things done. I don't feel it's fair merely to assign 'extra' sentences or read 'extra' stories. However, if definite courses (even one), maybe independent study, could be offered to them, they would not have their ability wasted. We do have 'honors' english, but too often, in an honors section of 38-40, at least 1/2 are not really honor material -- at least in our school. I think we give extra time to our honor athletes,so why not to our academically gifted. Also I heartily believe the ability to do independent study is as much, if not more, dependent on the student's sense of responsibility and disciplined work habits, as on his mental ability. Because of this, I don't believe in using only high test scores to pick out the gifted. Those students don't always use their ability. Someone with less 'test' ability might do much better because of temperament or application."

"We only have accelerated classes in English, math, music, foreign language, and science. All students should be grouped according to their ability. The way it is now, all different levels are thrown into the same classes unless it is the accelerated courses that I mentioned above. We are holding other students up when we have to keep repeating the same instructions over and over again, so as not to have so many failures. If students were grouped in each class according to their ability,then instruction could proceed either at a slower or faster rate, whatever applies to the students' abilities."

"Gifted should be grouped and placed into accelerated classes. The real importance is in challenging these students and developing their interest levels or areas."

"Programs for the gifted are fine, but will these soon be looked at as the EMR classes in some school systems where mainstreaming is taking place? One of the arguments for mainstreaming is that the children should learn to function in an environment with normal children. I feel this is doing a disservice to some EMR children. I have heard some educators say the accelerated classes are to be done away with for the same reasons."

"Education is a very simple process but there are people who think if you don't complicate it, it is inadequate. You need special classes for the gifted just as you need special classes for the handicapped. No big deal. Any teacher worth his salt can handle gifted students. You don't have to be too bright to recognize talent."

"One of our high schools has some 'honors classes' and a 'humanities' class, which is a cultural enrichment class for the fine arts students. Other than that I am not aware of any formal programs for the gifted. I feel that the gifted and talented are greatly neglected in our schools, and that we should have a program for them as well as for the other exceptional children."

"We have several teachers who are very much aware of the 'wasted' or 'overlooked' talents of the gifted. The largest handicap seems to be coping with 30 or more students in a class and so many are below level. This ties up most of the teacher's time and the exceptional students are 'on their own'. I strongly feel the very slow and the very gifted should be in separate situations but lack of funds, rooms and teachers prevents this."

"For years, the gifted have been lost in the shuffle — I feel they, as the emotionally and educationally handicapped, must have a separate program. This would identify who's who -- and arrive at some type of leadership school program."

"1. I believe the present staff could handle programs for the gifted.
2. Our only 'special' classes for the gifted exist in honors math. The others have been dropped 'to avoid developing an elite group'. There is the idea that by selecting more difficult classes a gifted student can advance himself. I believe this is true only in English and in a few classes where the gifted are allowed to work at a faster speed. In many areas the gifted student is bored.
3. We now work with the slow students and those in vocational classes. Another minority, the gifted, deserves an even break."

"My concern for the gifted is personal in that our daughter, now a senior in mechanical engineering, is gifted and her educational experience, particularly at the jr. high and high school, left much to be desired. As it is not financially feasible for small corporations to provide curriculum materials and equipment to meet the needs of each and every gifted child, alternatives might be:

1. Free transfer to large school corporations providing such experiences.
2. In small corporations, allow free-lance curriculum at own pace and early graduation. Most of these students are advanced physically as well as mentally and suffer socially with peers of the same chronological age."

"Those of us who teach advanced level classes in high school have to constantly struggle to maintain our classes in the face of the following:

1) We are accused by the administration of not carrying our load in relationship to other teachers.
2) The teacher–pupil ratio doesn't justify the maintenance of such small classes.
3) If we still want to keep our classes, we have to teach six and seven classes instead of the five classes others teach."

"Since the gifted and talented form such a small percent of the school population, a school serving a large area should be built for them. They could attend this school on a part-time basis, mingling with peers in areas in which they do not particularly excel. Scheduling would be difficult, of course, but the gifted should not lose contact with other more ordinary mortals."

"My school system deals with the gifted in the following manner: First, there is a school for the gifted. Students are screened from the fourth grade to decide who should attend. Secondly, during the summer session, a program called Operation Smart is available to the students recommended by the fourth and fifth grade teachers. The students always have very favorable comments about the projects they participated in. The only hold back of the program is that the number of students who can attend from each school is too small. I assume this is due to lack of funds."

"All corporation gifted students in elementary grades are sent to a school designated for gifted. Teachers submit names of students who are exceptionally outstanding and have scored very high on achievement and I.Q. tests and perform highly in many extra-curicular activities and projects. It is a great gain for these children, but a great loss in the regular classroom.

"My opinions of the gifted in my building are that: They are

1. Too grade conscious.
2. Have no consideration for the feelings of others.
3. Have book knowledge, but no common sense.
4. They are too self conceited.
5. Expect high grades whether they earn them or not
6. Always want special privileges above every one else.
7. Parents get the idea that their children are more intellectual than they really are.
8. Parents demand grades that children do not deserve and will go down to the superintendent to complain.
9. Have selfish, personal attitudes."

"I would like to see more emphasis on summer programs available to gifted students from grades 1 to 11. At the present time we only have remedial summer programs. Many areas could be explored by gifted students during summer months, also out of classroom activities."

"We need more awareness of the neglect of gifted and talented and more ability to identify these people. Then we need programs and personnel to provide for them"

"No matter how much funding, legislation, etc. is provided, it is going to depend upon the 'quality' of the teacher that is placed in the classroom or in the learning environment!"

"To expand our program, we need more teachers. I need more time to plan and evaluate. At this present time I feel like I'm working in a factory. I teach five classes a day with one day off. This is not enough time to prepare well."

"Much can be done by the creativity, sensitivity, ambition, etc. of the individual teacher in recognizing and providing materials and activities for this type of students. Programs may help from state department, but again it is up to the teacher in the classroom."

"Within my individualized learning classes, the gifted and talented student can achieve the goals you have listed without extra cost to the taxpayer. A trained, flexible teacher can adapt to any student needs."

"I think it is the responsibility of the individual teacher to inspire the gifted child to achieve in the classroom over and above the usual classroom or grade expectations."

"To teach the gifted we must first of all have gifted teachers and this is more related to personality than it is to training. State departments controlling education of the superior might be more bureaucratic. I'd much rather see an endorsement in teacher certification for teaching these students."

"Teachers who are to teach the gifted or talented should be identified by a battery of tests, both objective and subjective, to determine if they are truly the best qualified to teach these students."

"I wonder very much whether or not most teachers graduated from Indiana colleges in teacher—education programs are truly prepared to teach students with greater intellectual powers than they possess. After a few years of experience an authoritarian arrogance sets in, perhaps due to teaching children who are not as well endowed, which proactively inhibits much successful work with the gifted. This value-related problem is one of more substance than even difficulties with finances for special programs."

"Acceleration of state agencies and colleges to create new structures and training programs for educating the gifted and talented students is a fine idea. But all this will not work if consideration is not given to the following:

1. Teachers for specialized functions must be exceptional.
2. Colleges do not adequately train teachers let alone for special areas.
3. The exceptional teacher is difficult to determine."

"More funding of the programs generally brings more expensive administrative chairs and secretaries, but never seems to do much for the real classroom teacher."

"Provide for one resource teacher for the gifted per school to continually work with these kids in instruction and promote their quality education. He shouldn't be doing just special project coordination."

"Counselors have identified gifted students on the basis of I.Q.'s and teachers have volunteered for specialized career counseling for the students. This is a good start in the present circumstances when each counselor is responsible for 600 to 800 students and paper work on students takes precedence over student counseling."

"It is necessary that all consultative, diagnostic and evaluative persons be persons of a sensitive nature to the classroom teacher and to reality. They must have taught and worked with children rather than college personnel who sit in the clouds with no practical experience, spouting platitudes and pedagogical epithets about things unreal."

"This seems to be the latest educational band wagon -- but an area too long neglected. I believe it must be a 'grass roots' movement as opposed to a massive, mishandled federal or state-wide program. Trained people is the major factor."

"I would actively support any state programs to incorporate gifted classes in school systems. Many of our gifted are wasting away in schools. We must do something for them now. I hope the State Department of Public Instruction will go beyond this questionnaire."

"I hope we see some improvements statwide to emphasize the need for such programs and help the schools to do something about it."

"Sincerely hope that your group is able to influence our state regarding the importance of identifying and adequately challenging our gifted and talented student population so that guidance can be provided for each and every school system!"

"I only hope you, through your survey and work, can make some progress for the gifted child -- they have too long been over-looked!"

"I would like to see some positive result from the findings of this survey."

* NOTE: The comments from respondents were edited for clarity.